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ABSTRACT

This publication reviews teacher education programs in vocational special needs courses from 22 universities and reproduces a syllabus from each course and selected teaching materials. The publication includes (1) what courses are offered; (2) who teaches them; and (3) what makes them distinctive. Course offerings include introductory courses, as well as courses on assessment, guidance, counseling, methods, curriculum, communication, and other related topics. Most courses are graduate-level inservice courses, drawing enrollment from vocational teachers, secondary special education teachers, rehabilitation counselors, work-study coordinators, and administrative personnel. Course activities and assignments vary according to objectives. Multi-media presentations also are included in some of the courses. The course syllabuses include objectives, outlines, assignments, bibliographies, and, in a few cases, tests. (KC)

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ED227272

INSTRUCTION IN VOCATIONAL SPECIAL NEEDS:

A Resource for Teacher Educators

Edited by:

Linda H. Parrish Marilyn R. Kok

The Vocational Special Needs Program
Texas A&M University

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Texas A&M University
College Station, Texas 77843

Project Director: Linda H. Parrish

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REPORT

REPORT

When increased attention was given to the vocational preparation of handicapped students, teachers in both special education and vocational education began showing an interest in graduate courses on the subject, and universities across the nation responded. Marc Hull at Texas A&M University offered one such course, joining the first ground swell of activity. When he took a position in the Vermont State Department of Education, Linda Parrish took over his position and his course. Asked frequently for information by other graduate instructors establishing courses, she could offer only her own syllabus and a few handouts. In spite of the constant activity at this level of personnel development, no coherent report of national progress has been prepared and no ready assistance is available.

So when Parrish had an opportunity for a small, two-month grant from the College of Education Organized Research Fund at Texas A&M University, she chose to pursue this problem. This publication reviews programs from twenty-two universities—what courses are offered, who teaches them, what makes them distinctive--and then reproduces a syllabus from each course and selected teaching materials.

We hope this handbook will be useful to teacher educators in Texas. It contains some excellent ideas for preservice infusion, elective courses at the undergraduate and graduate level. Several of the activities and assignments are especially creative and the extensive course bibliographies are a fund of resources.

We at the Vocational Special Needs Program would like to thank Donald L. Clark, Associate Dean of Research in the College of Education at Texas A&M, for his support; Kay Lunsford, Beth Emanuel, and Connie Allen for their tireless typing; and Debbie Teguns for her assistance and encouragement. Then, of course, thanks go to all the instructors who responded to the survey. In the process we gained a bonus in final reports, handouts, overheads, and other materials we could not fit into this report.

COURSE INSTRUCTORS

Of the instructors who responded, ten (10) hold their highest degree in vocational/industrial education, eight (8) in special education, and two (2) a combined vocational education/special education program. Of the ten with vocational education degrees, three have earlier degrees in special education. All respondents have had some experience working with handicapped and disadvantaged students in the classroom. Respondents include:

1. *LEONARD ALBRIGHT*, University of Vermont
   Ph.D., University of Illinois, Voc/Spec Needs

2. *JAMES F. ACORD*, Colorado State University
   Ph.D., Occupational Education, Southern Illinois University

3. *KEITH BAYNE*, University of Louisville
   Ph.D., Curriculum and Instruction

4. *PAT CEGELKA*, University of Kentucky
   Ed.D., University of Kansas

5. *GARY CLARK*, University of Kansas
   Ed.D., George Peabody College for Teachers, Special Education

6. *IVA DEAN COOK*, West Virginia College of Graduate Study
   M.A., Marshall University, Special Education

7. *NANCY K. HARTLEY*, University of Northern Colorado
   Ph.D., Colorado State University, Vocational Administration

8. *JACK J. KAUFMAN*, University of Idaho
   Ph.D., Auburn University

9. *DAVID KINGSBURY*, Bemidji State University
   Ed.D. (In Progress), University of Minnesota, Vocational Education

10. *CHARLES KOKASKA*, California State University, Long Beach
    Ph.D., Boston University, Special Education

11. *RONALD J. LUTZ*, Central Michigan University
    Ph.D., University of Illinois, Vocational and Special Education

12. *DAVID MALOUF*, University of Maryland
    Ph.D., University of Oregon, Special Education

13. *GARY MEERS*, University of Nebraska
    Ed.D., University of Missouri

14. *LINDA H. PARRISH*, Texas A&M University
    Ph.D., Texas A&M University, Vocational Special Needs Education

15. *L. ALLEN PHELPS*, University of Illinois
Ph.D., University of Illinois

16. *VIRGINIA KOZLOWSKI POSEY*, University of Arizona
Ph.D., Michigan State University, Vocational Education

17. *RANDALL SHAW*, Wayne State College
Ed.D., Curriculum & Supervision, Industrial & Technical Education

18. *KENDALL STARKWEATHER*, Univeristy of Maryland
Ph.D., University of Maryland, Industrial Education

19. *LLOYD. W. TINDALL*, University of Wisconsin—Madison
Ph.D., Vocational Education of Handicapped and Disadvantaged

20. *TIM VOGELSBERG*, University of Vermont
Ph.D., University of Illinois, Special Education

21. *WES WILLIAMS*, University of Vermont
Ph.D., University of Wisconsin, Special Education

22. *WILLIAM WOLANSKY*, Iowa State University

23. *GEORGE F. ZENK, JR.*, University of North Dakota

Figure 1 shows the locations of the people who responded and where they received their highest degree.

COURSE OFFERINGS

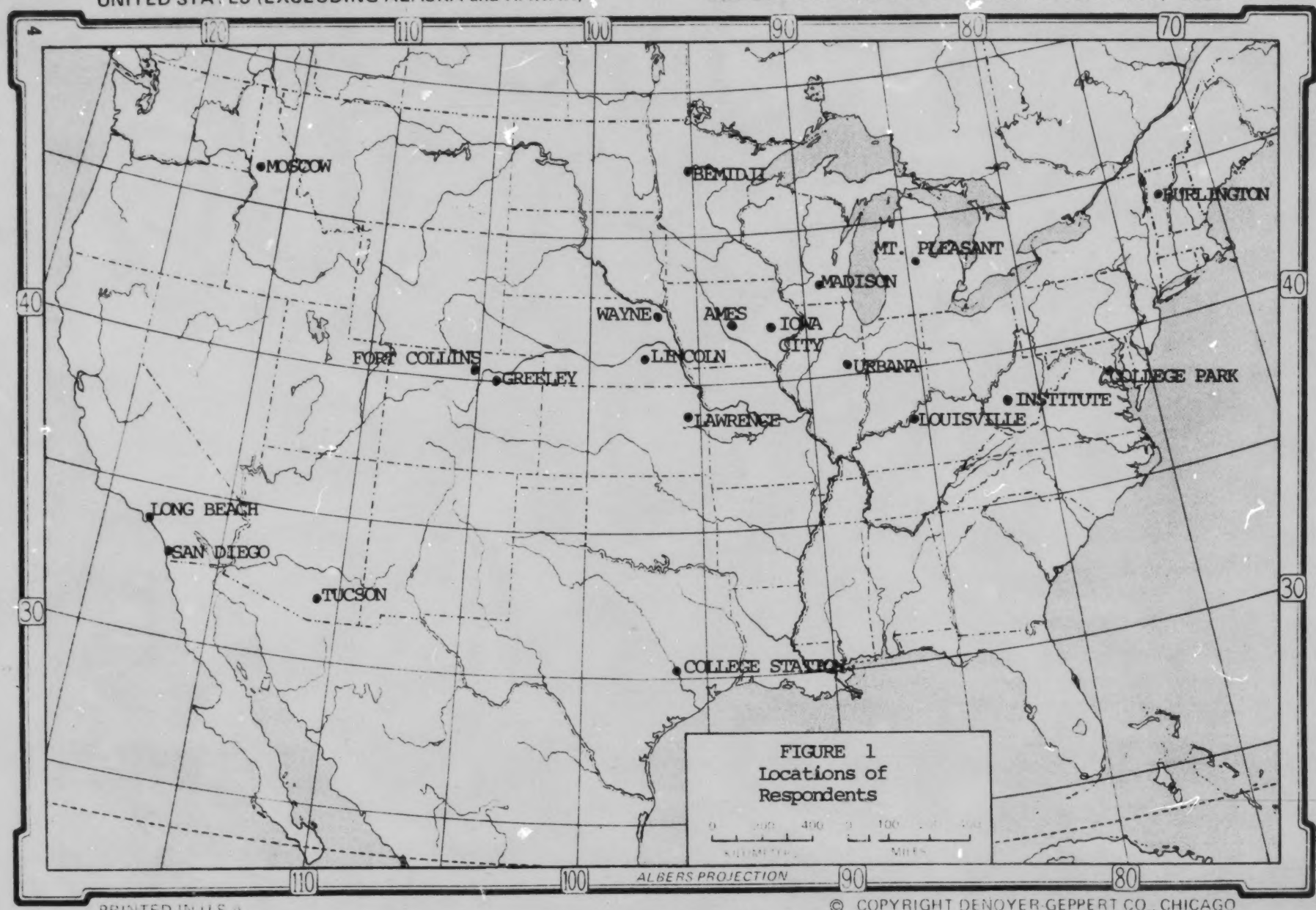
Course offerings include introductory courses, as well as courses on assessment, guidance, counseling, methods, curriculum, communication, and other related topics. A complete list follows:

1. *LEONARD ALBRIGHT* (University of Vermont)
Comprehansive Career Programming for Secondary-Level Handicapped Students

2. *JAMES ACORD* (Colorado State University)
Teaching Students with Special Needs

3. *KEITH BAYNE* (University of Louisville)
Special Vocational Education (Undergraduate)
Vocational Education for Youth and Adults with Special Needs (Graduate)

4. *PAT CEGELKA* (University of Kentucky)
Vocational Preparation of Handicapped Youth & Adults


UNITED STATES (EXCLUDING ALASKA and HAWAII)
DENOYER-GEPPERT DESK ACTIVITY MAP 23001
120
110
100
90
80
70
40
30
MOSCOW
BEMIDJI
BURLINGTON
MT. PLEASANT
MADISON
WAYNE
AMES
IOWA CITY
FORT COLLINS
LINCOLN
URBANA
GREELEY
COLLEGE PARK
INSTITUTE
LAWRENCE
LOUISVILLE
LONG BEACH
SAN DIEGO
TUCSON
COLLEGE STATION
FIGURE 1
Locations of
Respondents
KILOMETERS
MILES
ALBERS PROJECTION
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5. *GARY CLARK* (University of Kansas)
   Vocational Planning for Exceptional Children & Youth
   Career Development
   Introduction to Vocational Programming for Special Needs Students
   Work Evaluation and Guidance
   Public School Work-Study Programs

6. *IVA DEAN COOK* (West Virginia College of Graduate Studies)
   An Introduction to Career/Vocational Education for the Handicapped
   Individualized Vocational and Technical Instruction
   Vocational Evaluation of the Handicapped
   Curriculum Methods and Materials for the Handicapped in Career/Vocational Education: Analyze the World of Work
   Curriculum Methods and Materials for the Handicapped in Career and Vocational Education: Identification of Learner Needs
   Curriculum Methods and Materials for the Handicapped in Career/Vocational Education: Developing Objectives
   Curriculum Methods and Materials: Developing Learning Activities
   Curriculum Methods and Materials: Materials Resources
   Curriculum Methods and Materials: Evaluation
   Vocational Education for the Handicapped: Cooperative Instructional Arrangements
   Work Experience Programs: Development and Implementation
   Vocational Education for the Handicapped: State and Federal Legislation
   Grantsmanship
   Seminar in Vocational/Special Education
   Internship: Vocational Special Education

7. *NANCY HARTLEY* (University of Northern Colorado)
   Vocational Education for Learners with Special Needs
   Practicum Vocational Special Needs
   Remediation Assessment of Students with Special Needs
   Methods and Materials for the Disadvantaged

8. *JACK J. KAUFMAN* (University of Idaho)
   Introduction to Vocational Special Needs
   Identification of Vocational Special Needs Students
   Modifying Programs for Vocational Special Needs
   Communication Skills for Vocational Special Needs Students

9. *DAVID KINGSBURY* (Bemidji State University)
   Field Studies in Vocational Special Needs
   Community Resources for Special Needs Students
   Coordination Techniques for Vocational Special Needs
   Special Learning Needs in Vocational Education
   Interpersonal Tools and Techniques for Special Needs Students
   Curriculum Development and Modification for Vocational Special Needs

10. *CHARLES KOKASKA* (California State University, Long Beach)
    Career Planning for the Exceptional Individual

11. *RONALD J. LUTZ* (Central Michigan University)
    Seminar: Vocational Education/Special Education (VE/SE)
    Career Development: VE/SE
    Practicum: VE/SE
    Internship: VE/SE

12. *DAVID MALOUF* (University of Maryland)
    The Career/Vocational Needs of Handicapped Students in the Regular Classroom (for Industrial Educators)
    Industrial Arts in Special Education (for Special Educators)
    Joint Seminar in Career/Vocational Education for the Handicapped for Industrial Arts, Vocational Education and Special Education
    Practicum Workshop for Industrial Arts, Vocational Education, and Special Education

13. *GARY MEERS* (University of Nebraska)
    Introduction to Special Vocational Needs
    Development and Implementation of Special Vocational Needs Programs
    Career Education for Special Needs Students
    Field Experiences in Special Vocational Needs

14. *LINDA H. PARRISH* (Texas A&M University)
    Vocational Education for the Special Needs Student
    Problems: Vocational Special Needs
    Internship: Vocational Special Needs
    Research: Vocational Special Needs

15. *L. ALLEN PHELPS* (University of Illinois)
    Vocational Education for Special Needs Learners
    Curriculum Modification and Individualizing Instruction

16. *VIRGINIA KOZLOWSKI POSEY* (University of Arizona)
    Vocational Education for Special Needs Students/Clients

17. *RANDALL SHAW* (Wayne State College)
    Introduction to Special Vocational Needs
    Programming for Special Vocational Needs
    Occupational Guidance for Special Vocational Needs

18. *KENDALL STARKWEATHER* (See David Malouf)

19. *LLOYD W. TINDALL* (University of Wisconsin--Madison)
    Modifying Vocational Programs for the Handicapped

20. *TIM VOGELSBERG* (See Leonard Albright)

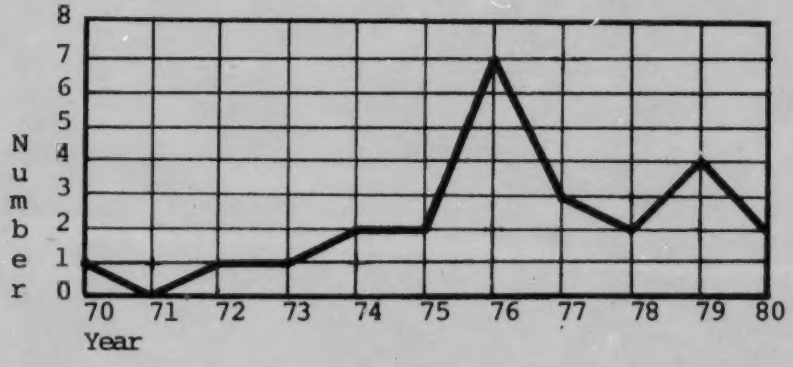
21. *WES WILLIAMS* (See Leonard Albright)

22. *WILLIAM WOLANSKY* (Iowa State University)
Vocational Education for Special Needs Populations

23. *GEORGE F. ZENK, JR.* (University of Iowa)
Introduction to Special Needs
Methods for Special Needs Students
Vocational Assessment of Special Needs Students
Counseling for Special Needs Students

The earliest course offered was Clark's course for work-study coordinators in 1970. Shaw's course followed in 1972, Clark's evaluation course in 1973, and Meers' and Acord's courses in 1974. Most courses have been offered since 1976:

FIGURE 2
Number of Courses by Year



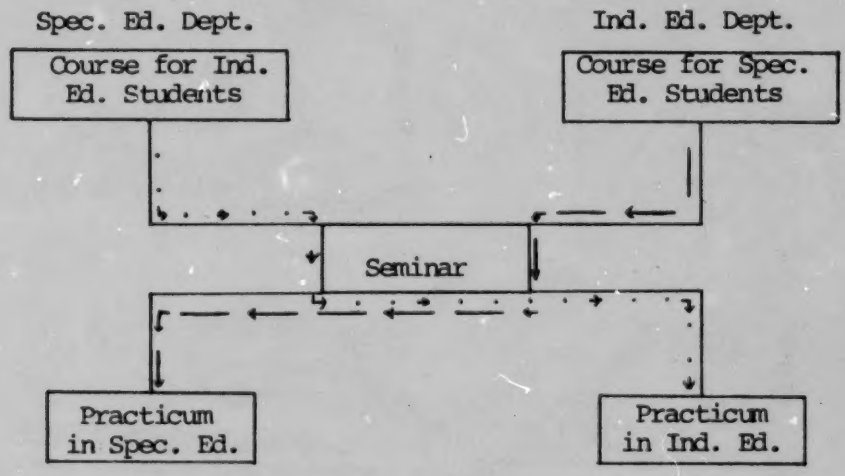
Complete syllabi, with objectives, outlines, assignments, bibliographies, and, in a few instances, tests follow this report.

COURSE DESCRIPTIONS

Most courses are graduate level inservice courses, drawing enrollment from vocational teachers, secondary special education teachers, rehabilitation counselors, work-study coordinators, and administrative personnel. Some courses have been specially designed to address either vocational personnel or special education personnel, but most have as an unwritten objective a more cooperative spirit and, therefore, solicit enrollment from both disciplines.

Starkweather and Malouf of the University of Maryland offer one of the most innovative and carefully structured programs. The first semester, students enroll in either an industrial education course or special education course, depending on their backgrounds. This course provides information in the opposite discipline. The second semester all students take part in a seminar, especially designed to give collaborative learning experiences. A practicum in the opposite discipline follows.

FIGURE 3
University of Maryland Program



Industrial Education Students Special Education Students

Iva Dean Cook of the West Virginia College of Graduate Studies offers a series of ten one-hour courses, prepared in response to a research study which identified necessary competencies for vocational special needs teachers. Learning objectives address special education and vocational education equally. Course modules are available from Cook.

Posey and Tindall/Gugerty offer inservice courses covering a period of one to five days. Posey prepares objectives in response to local requests and Gugerty explains modifications necessary for a specific handicapping condition (most frequently mental retardation, learning disability, or emotional disturbance).

Course activities and assignments vary according to objective. Kaufman, in order to expose students to handicapping conditions has students simulate two disabilities each class, then has students report during the next class period. Acord requires students to devise a three-dimensional teaching aid. Lutz requires students to conduct a project that requires direct involvement with handicapped students. Several instructors assign collaborative projects, and the development of model delivery systems, local plans, and instructional programs.

Instructors invite special speakers from state education departments, CETA, and rehabilitation and employment agencies. For information on wages and learner permits, Clark invites a representative from the Department of Labor, and for attitude changes, Parrish and Acord invite speakers who are handicapped. In the past, Acord has invited a blind machinist and a visually impaired medical secretary; Parrish has invited a cerebral palsied vocational counselor, a paraplegic university professor, a blind high school principal, a deaf technical school teacher, and high school students in special education programs. Most instructors also include field trips to programs for the handicapped--sheltered workshops, mainstream programs, industrial programs, and other instances of successful vocational functioning of handicapped individuals.

Instructors also include multi-media presentations in their courses. The most widely used film is A Different Approach, produced by the South Bay Mayor's Committee for the Employment of the Handicapped. Others widely used include Try Another Way and A Day in the Life of Bonnie Consolo. A complete list follows:

A Day in the Life of Bonnie Concolo
A Different Approach
All My Buttons
Better Than I Thought
Both Sides of the Street
Career Education: Past, Present & Future
Career Education for the Handicapped Adolescent

Cipher in the Snow
Civil Rights for the Handicapped
If a Boy Can't Learn
Including Me
Including the Handicapped in Vocational Education
Leo Beurman
Like Other People
On My Own, Feeling Proud
People First
Prevocational Assessment of the Handicapped at the Secondary Level
Realities of the World of Work
Taking on Tomorrow
The Blind Can Sell
These People Are Working
Try Another Way
Whatever Happened to Mike
Why Tests Are Unfair
Working on Working
Work Sample Series

TEACHING MATERIALS

Because vocational special needs is a relatively new field, much of the information in print is not in book form and must be disseminated through handouts and monographs. Materials in this form are plentiful, some good, some bad, some excellent. We have included in this publication a selection of these materials. We received much more but had to bypass some simply because of space.

Please note: Names placed in the upper-right hand corner of these pages *do not* signify authorship. They signify only source. Much of the material was anonymous. If you have authored something in this publication and have not received credit, we beg your pardon; the omission was not by choice.

COURSE SYLLABI

INSTRUCTORS: L. Albright, Ph.D.; T. Vogelsberg, Ph.D.; W. Williams, Ph.D.
University of Vermont
Burlington, Vermont

COURSE TITLE: Comprehensive Career Programming for Secondary-Level Handicapped Students

COURSE SEQUENCE:

Class 1: Introduction to Course

Goals: Students will gain knowledge of course objectives, format and outputs.

Activities: Students will discuss resource guide format.

Outputs: Registration materials.

Required Reading: None.

Class 2: National Overview - State of Vermont Overview

Goals:
1. Students will gain knowledge of the national state of the art.
2. Students will gain knowledge of the state of the art in Vermont and their local region.

Activities: Students will decide on a format for the resource guide and divide into task forces to complete the resource guide.

Outputs:
1. Initial format for the resource guide.
2. Three discussion questions for each required reading.

Required Reading:

A Statement of Cooperation. Prepared by the interagency task force of the Divisions of Vocational Rehabilitation, Special Education, and Vocational Education. Montpelier, Vermont: Department of Special Education and Pupil Personnel Services, August 1980.

Position Statement on Comprehensive Vocational Education for Handicapped Persons. Federal Register, September 25, 1978.

Vogelsberg, R. T.; Williams, W. W. & Friedl, M. Facilitating Systems Change for the Severely Handicapped. JASH, 1980, 5, 73-86.

Handouts:
Resource Guide
Course Examples

Class 3: Agency Overview

Goals:
1. Student will gain knowledge of what programs and services DVR, CETA, Mental Health, Vocational Education and Special Education are mandated to provide.
2. Students will gain knowledge of interagency agreements.

Activities:
1. Presentations on what services DVR, CETA, Mental Health, Vocational Education and Special Education provide.
2. Discussion of final format for resource guide.

Outputs:
1. Three questions on each of the required readings.
2. Plan for developing the resource guide by each task force.

Required Readings:

Laski, F.J. Vocational Rehabilitation Services for Severely Handicapped Persons: Rights and Reality. Amicus, 1979, 5 & 6, pgs. 237,246.

Razeghi, J.A. & Davis, S. Federal Mandates for the Handicapped: Vocational Education Opportunity and Employment. Exceptional Children, 1979 (5), pgs. 353-361.

Handouts from the following state agencies:
DVR
CETA
Vocational Education
Mental Health
Special Education

Class 4: Overview of Employability Plan

Goals:
1. Students will gain knowledge of the basic components and framework of the EMPLOYABILITY PLAN.
2. Students will gain knowledge of Individual Educational Program Plans and Individual Work Rehabilitation Plans and their relationship to the EMPLOYABILITY PLAN.
3. Students will gain knowledge of how to format training goals and objectives.

Activities:
1. Discussion of EMPLOYABILITY PLAN components.
2. Discussion of basic IEP and IWRP requirements.
3. Discussion on writing training goals and objectives.

Outputs:
1. Three discussion questions on each assigned reading.
2. Write one vocational training goal and three objectives related to obtaining the goal.

Required Readings:

Abeson, A. & Weintraub. Understanding the individualized education program. In S. Torres, (Ed.) A Primer of Individualized Education Programs for Handicapped Children; Reston, Va.: Foundation for Exceptional Children. 1977, Pgs. 3-8.

An Introduction to Individualized Education Program Plans in Pennsylvania: Guidelines for School Age IEP Development. The Pennsylvania Department of Education, Bureau of Special and Compensatory Education, May 1977.

Hull, M.E. State Planning and the Individualized Education Program. Interchange: Leadership Training Institute/Vocational and Special Education Project. Urbana, Illinois: College of Education, University of Illinois, 1980.

Mager, R.F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.

Handouts:

Components of the EMPLOYABILITY PLAN.

Class 5: Summary Assessment

Goals:

1. Students will gain knowledge of the summary assessment component of the EMPLOYABILITY PLAN.
2. Students will gain knowledge of selected instruments which can be used in summary assessment.
3. Students will gain knowledge of items which should be included in a summary assessment.
4. Students will gain knowledge of the Ecological Inventory Strategy.

Activities:

1. Students will select items to be included in the summary assessment.
2. Students will design a summary assessment format and procedure.

Outputs:

1. Three discussion questions on assigned readings.
2. Assessment summary format and procedures.

Required Readings:

Brown, L., Bronston, M.B., Baumgart, D., Vincent, L., Falvey, M., & Schroeder, J. Utilizing the characteristics of a variety of current and subsequent least restrictive environments as factors in the development of curricular content for severely handicapped students. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, and L. Gruenwald (Eds.) Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students. Madison, Wisconsin: Madison Metropolitan School District, 1980.

Foster, R.W.: Camelot Behavioral Checklist Manual. Parsons, Kansas: Camelot Behavioral Systems, 1974.

Mithaug, D.E., Mar, D.K., & Stewart, J.E. The prevocational assessment and curriculum guide (PACG). Seattle, Washington: Exceptional Education, 1978.

Westaway, A.M., & Appolloni, I. Becoming independent: A living skills system. Bellevue, Washington: Edmark Associates, 1978.

Handout:
Individual Skill Summary

Classes 6 and 7: Assessment Working Sessions

Goals:
1. Students will develop knowledge of relevant assessment approaches for the EMPLOYABILITY PLAN.
2. Students will continue to develop knowledge of available resources.

Activities:
1. Students will meet in small groups to discuss assessment approaches.
2. Students will meet in small groups to discuss progress on resource guide.
3. Students will perform assessments on one learner.
4. Students will meet in small groups to develop EMPLOYABILITY PLAN format.

Outputs:
1. Additional areas to resource guide.
2. Completed assessment information on one learner.
3. Format for EMPLOYABILITY PLAN.

Required Readings:
Review of previous readings.

Class 8: Class Presentations on Assessment and Employability Plan Format

Goals:
1. Students will become familiar with EMPLOYABILITY PLAN formats.
2. Students will become aware of various assessment approaches with different learners.

Activities:
1. Students will present assessment information on one learner.
2. Students will present EMPLOYABILITY PLAN format to class.
3. Students will determine format to adopt.
4. Students will meet in small groups to develop EMPLOYABILITY PLAN for one learner.
5. Students will complete mid-semester course evaluation.

Outputs:
1. EMPLOYABILITY PLAN format.
2. EMPLOYABILITY PLAN for one learner.
3. Completed assessment on one learner.

Required Readings:
Review Previous Readings

Class 9: Employability Plan Presentations

Goals:
1. Students will become aware of application of EMPLOYABILITY PLAN format to three different types of learner.
2. Students will become aware of strengths and weaknesses of EMPLOYABILITY PLAN.

Activities:
1. Presentations of EMPLOYABILITY PLANS.
2. Discussion of strengths and weaknesses of EMPLOYABILITY PLAN.
3. Revisions on EMPLOYABILITY PLANS.
4. Meet in groups to prepare resource guide.
5. Discuss goals and objectives for EMPLOYABILITY PLAN.

Outputs:
1. Revised EMPLOYABILITY PLAN.
2. Goals and objectives for the EMPLOYABILITY PLAN.

Required Readings:
Previous Readings

Class 10: Resource Guide

Goals:
1. Students will recognize the value of an explicit regional resource guide.
2. Students will become aware of pertinent goals and objectives for EMPLOYABILITY PLANS.
3. Students will recognize the importance of interagency coordination and cooperation in the placement decision process.

Activities:
1. Class presentations on resource guides.
2. Small group discussion for initial placement decisions.
3. Combined resource guide sections into regional resource directory.

Outputs:
1. Revised EMPLOYABILITY PLAN with initial placement decisions.
2. Resource guide.

Required Readings:

Calewart, S., Joyce, G., Parrott, L., Belmore, K., Cardarella, J., Johnson, J., & Bauman, M. The use of a Job Inventory Strategy in a public school vocational program for severely handicapped students: A chambermaid inventory and an advertising delivery inventory. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, L. Schroeder, & L. Gruenewald (Eds.) Strategies for teaching chronological age appropriate functional skills to adolescent and young adult severely handicapped students: Volume IX, Part 1. Madison, Wisconsin: Madison Metropolitan School District, 1980.

Handout:

Project Transition Job Skill Inventory.

Class 11: Placement Rationale and Decisions

Goals:

1. Prepare a rationale for placement of student in a program.
2. Understand purpose and use of ecological assessment.
3. Determine variables/factors to include in an ecological assessment.

Activities:

1. Group presentations on placement of individual students.
2. Examine various ecological assessment instruments.

Outputs:

Participate in group presentation on student placement.

Required Readings:

Review previous required readings.

Classes 12 and 13: Planning Meetings with Service Providers

Goals:

1. Involve service providers in preparation of EMPLOYABILITY PLAN.
2. Determine suitability of recommended placement.
3. Integrate EMPLOYABILITY PLAN and IWRP/IEP.

Activities:

Meet with appropriate Service Providers.

Outputs:

Development of a plan for integrating EMPLOYABILITY PLAN with IEP/IWRP.

Required Readings:

Review previous required readings.

Class 14: Presentation of Results of Service Provision Meeting

Goals:
Review and analyze various plans presented in class.

Activities:
In-class presentations.

Outputs:
EMPLOYABILITY PLAN for student with procedures for monitoring the implementation of this plan.

References:
Lilly, M.S. Evaluating individualized education programs In S. Torres, (Ed.) A primer on individualized education programs. Reston, VA: Foundation for Exceptional Children, 1977, pgs. 26-30.

Review previous readings.

Class 15: Course Review & Evaluation

Goals:
1. Determine areas within course that are in need of improvement and those that were particularly strong.
2. Provide suggestions for course improvement.

Activities:
Evaluate course content, format and delivery.

Outputs:
Completed course evaluation instruments.

Required Reading:
Course syllabus.

INSTRUCTOR: James F. Acord
Department of Vocational Education
Colorado State University
Fort Collins, Colorado
491-5884

COURSE TITLE: Teaching Students with Special Needs

PURPOSE OF THE COURSE: This is a survey course designed to familiarize occupational education personnel with legislation and principles and practices of teaching students with special needs.

SPECIFIC OBJECTIVES: Upon successful completion of this course, the student will be able to:

1. Discuss legislation affecting special needs students
2. Use terminology related to special needs students such as due process, least restrictive environment, free appropriate education
3. List the basic categories of special needs students
4. Identify alternative programs for special needs learners
5. Identify resource materials and individuals
6. Develop an Individual Education Plan
7. Develop a practical project for teaching a special needs learner in your discipline
8. Develop curriculum for special needs learners

COURSE OUTLINE:

I. Orientation
   - A. Objectives
   - B. Requirements and assignments
   - C. Performance contract
   - D. References and resources
   - E. Special needs learners

II. Legislation and guidelines
   - A. The legislative process
   - B. P.L. 94-482 Vocational Education Amendments of 1976
   - C. P.L. 94-142 Education of All Handicapped Children Act of 1978
   - D. P. L. 93-112 Section 504, Vocational Rehabilitation Act of 1973
   - E. Colorado House Bill 1164
   - F. Additional legislation

III. Special programs
   - A. Supplemental services
   - B. Coop programs
   - C. Work experience and study programs
   - D. Alternative programs
   - E. Mainstreaming
   - F. Community and state resources
   - G. Educational resources
   - H. Models of service delivery

IV. Special needs learners
- A. Disadvantaged
  1. Social
  2. Cultural
  3. Economic
  4. Academic
- B. Handicapped
  1. Mentally retarded
  2. Hard of hearing
  3. Deaf
  4. Speech impaired
  5. Visually handicapped
  6. Seriously emotionally disturbed
  7. Orthopedically impaired
  8. Other health impaired
  9. Learning disabled
  10. Multiple
- C. Gifted
- D. Other
  1. Limited English Speaking Ability (LESA)
  2. Minorities
  3. Males and females in non-traditional occupations
  4. Single parents
  5. Incarcerated persons
  6. Displaced persons due to industrial and agricultural shifts
  7. Older Americans
  8. Displaced homemakers
  9. Pregnant teenagers
  10. School age parents
  11. School leavers
  12. Disruptive youth

V. Assessment
- A. Formal
  1. Psychological
  2. Achievement
  3. Personality
  4. Social
  5. Vocational interest and career inventories
  6. Work samples
- B. Informal

VI. Teaching special needs students
- A. Slow learners
- B. Mentally retarded
- C. Learning disabled
- D. Emotionally disturbed
- E. Visually impaired
- F. Hearing impaired
- G. Physically or other health impaired
- H. Disadvantaged

VII. Curriculum modifications
- A. Adapting materials
- B. Motivating students

VIII. Staffing procedures
- A. Handicapped
  1. Individual education plan (IEP)
  2. Coordination with specialists
  3. Developing objectives
  4. Methods of accomplishment
  5. Implementation
- B. Disadvantaged
  1. Individual prescriptive education (IPE)
  2. Identification and referral
  3. Coordination with specialists
  4. Writing objectives
  5. Methods of accomplishment
  6. Implementation

GUIDELINES FOR PROJECT

OBJECTIVE: Given a student who has a special need develop a practical project for teaching one task, skill or concept in your discipline.

PROCEDURE:

1. The project should encompass:
   - A. The modification of your subject matter curriculum to serve a special needs student, or
   - B. The modification of materials used in class to serve a special needs student with reading, math, or skill deficiencies.
2. That the project can be ucilized in your discipline.
3. That the project is complete including:
   - A. Identification of student(s)
   - B. Materials to be used
   - C. A brief write up or outline (one-page maximum) for each class member
4. That the project is presented to the class.

CONTRACT OPTIONS: All reports on contract options are to be typed double spaced. The title of the option and your name are to be at the top. In the even an article is summarized use an American Psychological Association (APA) style bibliographical entry at the top of the page. Do not footnote. Also, do not buy plastic binders in which to submit any paper work. If multiple pages are needed use a staple in the top left corner. All interviews and visitations will include: data and time of visit, the specific name of the individual you contacted, their address and phone number. A contract option can be used only once except for suggestion F.

SUGGESTIONS:

- A. Visit a vocational training program for special needs persons outside your school. Structure the interview and write a one page summary about the visit.
- B. Interview a handicapped individual. Structure the interview and write a one page summary.
- C. Interview a special educator with a one page summary.
- D. Visit an agency that serves special needs individuals, include a one page summary.

E. Interview a Division of Vocational Rehabilitation (DVR) counselor, Drug and Alcohol Abuse agent, etc., with a one page summary.
F. Read and summarize and ERIC microprint document on special needs.
G. Interview an administrator, other than your own, concerning vocational education programs and facilities for special needs persons in that particular school. Turn in a typed list of your questions and the administrator's answers. Include a brief typed summary of your reactions and thoughts concerning the interview.
H. Visit a school psychologist. Discuss the mental and emotional problems and needs of the age group you teach. Obtain suggestions for remediating any specific problem through vocational education. Turn in a typewritten summary of your visitation.
I. Visit three different school shops/labs. Note the equipment in each. Devise and list other equipment which would better accommodate special needs individuals in that program.
J. Teach a special needs person a skill or concept in your program. Describe in detail the procedures you used, any special equipment, modifications, etc.
K. Assignments of your choice. Negotiate with the instructor.

CONTRACT FOR GRADES

A = 350 and above B = 250-349 C = less than 249

	CRITERION	DATE	EARNED
*1. Final Exam	100	7/10	_____
*2. Project (see attached) and report in class	100	_____	_____
3. Class participation including completion of modules and handouts. NOTE: Each class missed will equal 30 points from the total. Evidence of obtaining class notes for each session missed and reasonable excuse precludes this item.	30	_____	_____
4. Visit a special needs program with one page summary.	20	_____	_____
5. Interview with special educator with one page summary.	20	_____	_____
6. Interview with handicapped individual with one page.	20	_____	_____
7. Methods of teaching (maximum--100 points)	20	_____	_____
8. Readings (maximum this item--50 points)			
--one article (not a handout from class)	10	_____	_____
--one ERIC microprint document	20	_____	_____
--chapter from a book	10	_____	_____
--written reports on reading:			
--one-half page per article or per chapter to include:			
a. bibliography (APA style)			
b. summary of article or chapter (½ page)			
c. application toward your program or vocational education (½ page)			
9. Research paper on an approves topic minimum of 10-15 pages (APA style)	100	_____	_____
10. Contract options (please list by printing the title)			
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____

NOTE: At least one contract option is due at each class meeting after the first class.

TOTAL CONTRACTED: _____ _____

TOTAL EARNED: _____

FINAL GRADE: _____

STUDENT: _____ INSTRUCTOR _____ DATE: _____

*Required area.

PLEASE NOTE: All assignments are to be typed and double spaced on 8½ x 11 paper. Maximum possible in any area is 100 points unless otherwise indicated.

INSTRUCTOR: Dr. Keith Bayne
Dept. of Occupational & Career Education
University of Louisville
Louisville, Kentucky 40208

COURSE TITLE: Special Vocational Education

COURSE DESCRIPTION: This course will serve as an orientation for occupational teachers to curriculum, methods and facilities modifications necessary to meet the needs of handicapped learners.

OBJECTIVES: Upon completion of this course the student will:

1) Define terms used to describe handicapping and disadvantage conditions.
2) Identify and describe the effect of disadvantagement and handicapping conditions.
3) Identify behavior patterns which are unique to handicapped or disadvantaged individuals.
4) Acquire a knowledge of the learning patterns of children and adolescents, particularly as they apply to special needs students.
5) Identify and/or modify instructional materials to be used with the target population to be served.
6) Develop a cooperative education plan to facilitate the placement of special needs learners in cooperative education work-stations.
7) Modify existing evaluation techniques to accommodate various special needs students.

COURSE ACTIVITY SCHEDULE (FALL 1979)

SESSION #	TOPIC
1	Orientation and the course, introduction of students teaching situations, discussion of course requirements. Target Population-
2	Target Population analysis (cont.) definition and characteristics of special needs - students
3	Characteristics of special needs students.
4	Legal, moral and ethical issues as they relate to special needs populations, special needs students in post secondary programs.
5	Individualized Educational Programming IEP, IIP, curriculum analysis and modification.
6	Values and attitudes of the Target group, teacher values, and employee attitudes.

SESSION # CONT.	TOPIC CONT.
7	Laboratory and facility modification.
8	Mid Term Examination Cooperative Instructional Arrangements.
9	Instructional Resources.
10	Cooperative education planning for special needs learners.
11	Cluster and content analysis.
12	Instructional Planning.
13	Instructional Planning.
14	Evaluation of Learner Progress.
15	Occupational Placement for special needs learners.
16	Final Examination

INSTRUCTOR: Dr. Keith Bayne
Dept. of Occupational & Career Education
University of Louisville
Louisville, Kentucky 40208

COURSE TITLE: Vocational Education For Youth And Adults With Special Needs

COURSE DESCRIPTION: Emphasis on integration instructional and/or management activities to assist disadvantaged and handicapped persons enrolled in vocational education programs.

OBJECTIVES: Following is a list of the specific course objectives. During each class session your instructor will identify those objectives that will be accomplished that week. In order to maintain a guide for study, mark the objectives covered each week. These objectives will serve as the basis for the midterm and final examinations.

1. Define vocational education terminology related to special services for the disadvantaged and handicapped.
   - 1.1 vocational education
   - 1.2 career development education
   - 1.3 vocational maturity
   - 1.4 disadvantaged student
   - 1.5 handicapped student
   - 1.6 other
2. Analyze the career development process as it relates to disadvantaged and handicapped youth and adults.
3. Describe the vocational education special needs services matrix.
   - 3.1 Define program levels
   - 3.2 Define program types
     - 3.2.1 support services
     - 3.2.2 modified regular program
     - 3.2.3 special vocational programs
     - 3.2.4 mainstreaming
   - 3.3 Analyze curricular planning strategies based on the special service matrix.
4. Describe Kentucky procedures for administering vocational education programs to the disadvantaged and handicapped.
   - 4.1 Discuss "cause"/"effect" approach to special vocational education services
   - 4.2 Identify and define handicapped categories
   - 4.3 Identify and define disadvantaged categories
   - 4.4 Discuss techniques utilized in the identification of disadvantaged and handicapped learners
5. Develop complete career curriculum package for use with an identified category.
   - 5.1 Identify program level
     - 5.1.1 Awareness
     - 5.1.2 Orientation
     - 5.1.3 Exploration
     - 5.1.4 Preparation

5.2 Identify target population to be served
5.2.1 nature of condition
5.2.2 general age of learners
5.2.3 prior vocational and career development experiences
5.3 Develop specific curricular and learner objectives
5.4 Identify instructional activities, techniques, methods and resources to be utilized
5.5 Outline an instructional plan and time-table
5.6 Design and develop instructional product and process evaluation techniques, procedures and instruments

NOTE: Guidelines for the development of this project will be provided.

6. Describe vocational education programs in atypical settings.
6.1 Vocational education in correctional facilities
6.2 Vocational education in separate special education agencies
6.3 The sheltered workshop
7. Vocational guidance and placement services for the disadvantaged and handicapped learner.
7.1 Providing occupational information to special needs learners
7.2 The teacher's role in vocational guidance for special needs youth and adults
7.3 Develop a placement service and specific procedures for assuring employability of special needs students
8. Describe the cognitive mapping procedure and discuss techniques for revising same to meet the special needs of various target populations.
9. Analyze the "enterprise method" of providing essential orientation level career development skills for special needs learners.
9.1 Define an instructional enterprise
9.2 Discuss procedures for developing and operating an enterprise activity
10. Disseminate curriculum materials to entire class.

COURSE ACTIVITY SCHEDULE:

Class Session	Activities and Assignments
1	Orientation to the course. Analysis of curricular requirements, objectives, and evaluation procedures. General orientation to special vocational education.
2	Discussion of career development theory and its relation to special needs students. Analysis of special vocational education as administered in Kentucky.
3	Analysis of special vocational education services matrix. Utilizing matrix in design of instruction. Discussion of target populations and levels.
4	Vocational education at the awareness and orientation levels. Curriculum objectives, instructional techniques and teacher responsibilities will be discussed.

Class Session	Activities and Assignments (continued)
5	Vocational education at the exploration level. Objectives, techniques and responsibilities will be discussed. The instructional enterprise approach.
6	The disadvantaged student--special vocational education needs and instructional techniques
7	The handicapped student--special vocational education needs and instructional techniques
8	Midterm Examination
9	Designing evaluation procedures and instruments for the disadvantaged and handicapped. Evaluating special needs programs.
10	Vocational guidance and placement services for the disadvantaged and handicapped. Making effective utilization of advisory committees.
11	Cognitive mapping and its potential for use with special needs populations.
12	Vocational Education in Correctional Institutional Special Service Agencies, etc.
13	Open session for student areas of interest
14	Student presentations of curriculum packages
15	FINAL EXAMINATION

INSTRUCTOR: Patricia Cegelka/Harold L. Kleinert
210 Porter Building
San Diego University
San Diego, California

COURSE TITLE: Vocational Programming for Handicapped Youths and Adults

COURSE PURPOSE: The purpose of this course is to familiarize the participants with the past and present trends in the vocational preparation of handicapped citizens, the legislation which mandates service in this area, and the agencies (Special Education, Vocational Education, and Vocational Preparation) responsible for delivering the services. Techniques of vocational evaluation and preparation will be reviewed along with models for service delivery. Because of historical precedent and literature availability, the text book focuses on the vocational preparation of the mentally retarded. The procedures and issues discussed within this context are considered applicable to other groups of handicapped adolescents and adults and implications and applications to all categories will be emphasized. The course will address both theoretical issues and the range of prevocational and vocational programs currently available in the central Kentucky area.* To achieve this balance, a series of guest speakers and field trips to local vocational programs have been arranged.

COURSE OBJECTIVES: Upon completion of this course, you will demonstrate competency by doing the following:

1. Critically evaluate the career education movement.
2. Discuss the range of career education possibilities and options available to mildly, moderately and severely handicapped adolescents and adults; critically discuss career education models for providing appropriate services to these groups.
3. Identify major trends in the vocational preparation of handicapped citizens; identify major laws and legislation that have helped shape vocational education for handicapped persons.
4. Identify the implications of the principle of normalization for career education for handicapped individuals.
5. Identify assessment procedures, methodological approaches and curriculum areas appropriate to the career preparation of handicapped individuals.
6. Critically evaluate the role of sheltered workshops in vocational training for handicapped persons.
7. Develop a term project.

LEARNING ACTIVITIES:

1. Read and be prepared to discuss all assigned readings.
2. Visit three workshop/vocational education facilities and prepare a short (102 page) report on two of these.
3. Develop a term project.
4. Present project to class.
5. Take final exam.

*Dr. Cegelka was formerly teaching in Kentucky.

POSSIBLE PROJECT TOPICS:

1. Review of the literature in an area of career education/ vocational preparation for handicapped persons; or a career education position paper, illustrating a plan for career education implementation in your school.
2. Career education project directly applicable to the students with whom you are now working. This would be a career education curriculum unit with major goal(s), short-term objectives, related instructional activities and materials, that could be directly infused or added to your present class programming.
3. An inservice topic related to the development of cooperative programming for special and vocational educators. This would be an actual inservice program that you could give to special or vocational educators in your school or district relating to such areas as techniques or methods of teaching, knowledge of handicapping conditions, assessment of related academic skills, etc.

SUGGESTIONS FOR FIELD TRIP WRITE-UP:

1. What types of programs are offered in the facility? To whom?
2. What are the entry level skills required by workers/learners in this facility?
3. What are the long-range goals for persons served in this facility? Does the program seem to be meeting these goals?
4. Does the training or work appear to be challenging for the workers/ learners involved? What kinds of efforts are made to place workers/learners into competitive jobs into the community, or into the next highest level of vocational services? How are current training efforts at the facility coordinated with community placement efforts?
5. How consistent is the facility setting, appearance, staffing and programming with the principle of normalization?
6. What are the critical "success" behaviors demonstrated by successfully placed graduates/workers of this facility?
7. What aspects that you have learned from this program could you apply to your own teaching setting (developing good work attitudes, etc.)?

COURSE SEQUENCE:

1. Course introduction; career education.
2. Career education.
   Readings due:
   (a) Cegelka, P.T. Career education. In D. Cullinan and M. Epstein (eds.) Special education for adolscents. Columbus, Ohio: Charles E. Merrill, 1978.
   (b) Fitzgerald, T.H. Career education: An error whose time has come. Career Education, p. 1979.
   (c) Group I.struction in W.H. Berdine and P.T. Cegelka, Teaching the trainable retarded. Columbus, Ohio: Charles E. Merrill, 1980, pp. 190-192.

3. Major career education/vocational educational legislation; normalization (Film: People First)
   Readings due:
   (a) Cegelka, P.T. Vocational and career education. In press.
   (b) Phelps, L.A. The expanding federal commitments to vocational education and employment of handicapped individuals. Education and Training of the Mentally Retarded. 1977, 12 (2), 186-192.
   (c) Brolin text, pp. 36-40.
   (d) Olshansky, S. Changing vocational behavior through normalization. In W. Wolfersgerger, Normalization: The principle of normalization in human services. Toronto: National Institute on Mental Retardation, 1972.
4. Competency based career education (Film: A Day in the Life of Bonnie Consolo)
   Reading due:
   (a) Brolin, Chapter 12.
5. Visit to Central Kentucky State Vocational Technical School
   Reading due:
   (a) Brolin, Chapters 6-7.
6. Vocational assessment
   Reading due
   (a) Brolin, Chapters 8-9.
7. Guest speaker: Delores Nelson, Work-study Coordinator Fayette County Schools
   Readings due:
   (a) Brolin, J.C. and Brolin, D.E. Vocational education for special students. In D. Cullinan and M. Epstein (eds.) Special education for adolescents. Columbus, Ohio: Charles E. Merrill, 1978.
   (b) Regan, M. and Deshler, D. In-service training for vocational educators. Career Development for Exceptional Individuals. 1980, 3 (1), 44-52.
8. Guest speaker: Dr. Patricia Cegelka: Development of the IEP for special needs vocational students (first hour); vocational education model (second hour).
   Readings due:
   (a) Brolin, Chapter 4.
   (b) Cegelka, P.T. and Phillips, M.W. Individualized education programming at the secondary level. Teaching Exceptional Children, 1978, 10, 84-87.
9. Field trip to Opportunity Workshop of Lexington.
   Readings due:
   (a) Brolin, pages 213-217.
   (b) Pomerantz, D. and Marholin, D. Vocational habilitation: A time for a change. In E. Sontag, J. Smith, and N. Certo (eds.) Educational programming for the severely and profoundly handicapped. Reston, Va.: Council for Exceptional Children, 1977.
10. Guest speaker: Dr. Charles Wade, Kentucky Bureau of Vocational Education (first hour); Problem solving session (second hour).
    Reading due:
    (a) Brolin, Chapter 10.

11. Guest speaker: Bob Fortney and Sherri Stewart, Work-study teachers, Tates Creek Senior High School
    Reading due:
    (a) Brolin, Chapter 11.
12. Evaluation of career education and vocational education programs
    Readings due:
    (a) Brolin, Chapter 14
    (b) Edgerton, R.B. Issues relating to the quality of life among mentally retarded persons.
13. Guest speaker: Al Kennedy, Curriculum Specialist, Special Needs for State Bureau of Vocational Education (first hour); film (A Different Approach) and discussion (second hour).
14. Career education programs for moderately handicapped students.
    Reading due:
    (a) Brown, A. Integration of trainable students in a regular high school building. Education and Training of the Mentally Retarded. 1976, 11 (1), 51-52.
15. Field trip to Metro Industrial Services.
16. Career education programs for severely handicapped students;
    Film: Try Another Way.
    Readings due:
    (a) Bellamy, G.T., Peterson, L., and Close, D. Habilitation of the severely and profoundly retarded: Illustrations of competence. Education and Training of the Mentally Retarded. 1975, 10 (3), 174-186.
    (b) Mithaug, D. Mar, D. and Stewart, J. The prevocational assessment and curriculum guide. Seattle, Washington: Exceptional Education, 1978.

FILMS AND SLIDE/TAPES:

1. People First: An excellent presentation of a conference run by mentally handicapped persons. A good introduction to normalization principles in action.
2. A Day in the Life of Bonnie Consolo: A striking film of how one woman adapted to a severe physical handicap and led a full, independent, and productive life.
3. A Different Approach: Depicts the vocational potential of handicapped workers, as well as a humorous debunking of societal attitudes and misconceptions toward handicapped persons.
4. Try Another Way: Marc Gold's introductory film to his "Try Another Way" method, illustrating the vocational abilities of persons labelled severely and profoundly retarded, and the training techniques Gold has developed to realize those abilities.
5. VIEWS: A slide/tape presentation from Stout State, Wisconsin providing an overview of the VIEWS work evaluation system, which is used at Metro Industrial Services.
6. Roberta B. Tully Career Education Model: A slide-tape presentation on the career education program developed at this school for moderately and severely handicapped students in Louisville, Ky.

REQUIRED TEXT: Brolin, D.E. Vocational Preparation of Handicapped Citizens. Columbus, Ohio: Charles E. Merrill, 1976.

INSTRUCTOR: Gary Clark
Professor of Special Education
373 Haworth
Department of Special Education
University of Kansas
Lawrence, Kansas

COURSE TITLE: Vocational Planning for Exceptional Children and Youth: Introduction to Vocational Education

COURSE OBJECTIVES: Each student will be able to:

1. Discuss the major legislation related to vocational preparation of the handicapped, demonstrating knowledge and understanding of the provisions.
2. List and describe the nature of traditional training areas provided by vocational and technical education.
3. Discuss the relationship of vocational education and career education for the handicapped.
4. Describe some of the major problems and issues involved in delivering and coordinating vocational programs for the handicapped and present suggested strategies for dealing with them.
5. Describe examples of vocational programming for the handicapped currently being provided in secondary and post-secondary schools.
6. List and describe roles and procedures that special educators can/should provide in vocational programming efforts.

COURSE REQUIREMENTS:

Objective 1

Performance required: Respond satisfactorily to a final examination question that calls for knowledge and understanding of the major legislation on vocational preparation of the handicapped.

Enabling activities:

1. Read the following:
   Abeson & Zettell, pp. 114-128.
   Ballard & Zettell, pp. 177-185.
   Razeghi & Davis, pp. 353-359.
2. Attend class session.

Objective 2

Performance required: Respond satisfactorily to a final examination question that calls for knowledge of the types and nature of various traditional training areas in vocational and technical education.

Enabling activities:

1. Attend class session on topic.
2. Read Grubb & Lazerson.

Objective 3

Performance required: Respond satisfactorily to a final examination question that calls for understanding the relationship of vocational education to career education in programming for the handicapped.

Enabling activities:

1. Read the following:
   Brolin.
   Mears & Conaway.
   Kokaska & Kolstoe.
2. Attend class session.

Objective 4

Performance required: Respond satisfactorily to a final exam question calling for knowledge, understanding, and application of information related to problems, issues, and strategies in delivering and coordinating vocational programs for the handicapped.

Enabling activities:

1. Read the following:
   Clark & Evans.
   Phelps, Module 5.
   Phelps, Vocational Education.
   Johnson.
2. Attend class sessions.

Objective 5

Performance required: Respond satisfactorily to a final examination that relates to knowledge of current example of secondary and post-secondary vocational education programming for the handicapped in this region.

Enabling activities:

1. Attend class sessions.
2. Read the following:
   Castle.

Objective 6

Performance required: Respond satisfactorily to a final examination question that calls for knowledge of roles and procedures that special educators can/should provide in vocational programming efforts.

Enabling activities:

1. Attend class session.

COURSE FINAL (Take home):

1. You are discussing the need for vocational programming for all handicapped adolscents of high school age with a committee of secondary principals and the Director of Special Education. The question of responsibility for vocational programming comes up and you are asked, "Legally, who is responsible for providing appropriate vocational education to handicapped students?" How would you respond?
2. At a special education staff meeting the topic of vocational and technical education as an area for placement for handicapped high school students comes up. It is obvious from the comments that the group is basically naive as to what kinds of programs come under vocational education and the chances of availability of any one type of program, much less some of the current concerns of vocational educators regarding serving handicapped students.

What could you say to give the staff a better perspective as to:
   (a) Types and nature of various vocational education programs.
   (b) Variables affecting the range of vocational programs (size of community, location, manpower demands).
   (c) Current concerns or potential obstacles that could inhibit/prohibit placement of handicapped youth.

3. Select a vocational preparation site in the community that does or should serve the handicapped population you are most interested in. Visit that site and write a brief report on your observation. Please include the following:
   (a) Description of the goals of the program.
   (b) Basic teaching philosophy (behaviorist? hands-on? none observable?).
   (c) Attitudes of staff toward handicapped students.
   (d) Training of staff.
   (e) Positive and negative points you observed.
   (f) Types of handicapping condition served by the facility (if any).

4. Using Davis and Ward (1978) for your primary resource, respond briefly to any <u>five</u> of the short-answer questions below.
   (a) Vocational educators, as a group, still have many concerns as to whether the handicapped can make it in the work world—at least as they view the work world. Could handicapped students be given a chance to prove themselves through exploratory or tryout situations?
   (b) A question any advocate for the handicapped must ask during these days of rapid response to PL 94-142, PL 94-482, and Section 504, is "Are we doing what needs to be done?" Quantity and quality are aspects of the question to be pursued. How should programs be evaluated?
   (c) In vocational education programs that serve the handicapped, who is responsible for fiscal accountability?
   (d) In vocational education programs that serve the handicapped, who is responsible for implementing an I.E.P.? Who is responsible for monitoring it?
   (e) What funds are available to draw on for program development in vocational programming for the handicapped? What can those funds buy?
   (f) Some vocational educators are concerned about their overcrowded programs and waiting lists and are feeling undue pressure to serve the handicapped under these conditions. If these are waiting lists for vocational education programs, how do these affect the handicapped?
   (g) One of the most common concerns vocational educators have regarding instruction of the handicapped is that of safety. Is this a justifiable concern? What guidelines should be provided these teachers?

5. A number of direct services or service role activities that special educators can provide to/for vocational educators in their efforts with handicapped youth have been presented in this course. Select any five of these and discuss each in terms of your perception of how prepared we are to delivery such services. In a final paragraph, present the implications of your perceptions to the field of special education.

COURSE READINGS:

Abeson, A., & Zettell, J. The end of the quiet revolution: The Education for All Handicapped Children Act of 1975. Exceptional Children, 1977. 44, 114-128.

Ballard, J. & Zettell, J. Public Law 94-142 and Section 504: What they say about rights and protections. Exceptional Children, 1977, 44, 1977-185.

Brolin, D.E. Life-centered career education: A competency based approach. Reston, Virginia: Council for Exceptional Children, 1978, pp. 1-13.

Castle, W.E., Claroq, J.R. & Cattanach, R. L. State Planning of Post-Secondary Vocational Education for the Handicapped. Interchange: Leadership Training Institute Vocational & Special Education. Urbana-Champaign: College of Education, University of Illinois, June 1980.

Clark G.M., & Evans, R.M. Preparing vocational and special education personnel to work with special needs students: A state of the art in 1977. In L. Albright and G.M. Clark (Eds.). Preparing vocational and special education personnel to work with special needs students : A teacher education resource guide. Bureau of Educational Research, University of Illinois, Urbana-Champaign, June, 1977, pp. 2-20.

Davis, S., & Ward, M. Vocational education of handicapped students: A guide for policy development. Reston, VA: The Council for Exceptional Children, 1978.

Grubb, W.M. & Lazerson, M. Vocational education in American schooling: Historical perspectives. Inequality in Education, 1974, 16 (March), 5-18.

Johnson, C.M. Preparing Handicapped Students for Work: Alternatives for Secondary Programming. Reston, VA: Council for Exceptional Children, 1980.

Kokaska, C., and Kolstoe, O.P. Special education's role in career education. Journal of Career Education, 1977, 3(3), 4-17.

Law, G.F. & Schaefer, C.J. Vocational-technical terminology. Washington, D.C.: American Vocational Association, 1971.

Meers, G.D. & Conaway, C. Vocational education's role in career education for handicapped students. Journal of Career Education, 1977, 3 (3), 19-34.

Phelps, L.A. Vocational Education for Special Needs Learners: Past, Present and Future. The School Psychology Digest, 1977, 7 (1), 18-33.

Phelps, L.A. Module 5: Instructional Planning from L. Phelps, Instructional development for special needs learners: An inservice resource guide. Department of Vocational & Technical Education, University of Illinois at Urbana-Champaign, Urbana, Illinois, 1976.

Razeghi, J.A. & Davis, S. Federal mandates for the handicapped: Vocational education opportunity and employment. Exceptional Children, 1979, 45 (5), 353-359.

SUGGESTED READINGS:

Federal Register, Friday, April 16, 1976, (Rules and regulations for Section 503, Rehabilitation Act of 1973, P.L. 94-112, Affirmative action obligations of contractors and subcontractors for handicapped workers.)

Federal Register, Wednesday, May 4, 1977, Part IV (Rules and regulations for Section 504, Rehabilitation Act of 1973, P.L. 93-112, Nondiscrimination on basis of handicap).

Federal Register, Tuesday, August 23, 1977, Part II (Rules and regulations for amendments to Part B, Education of All Handicapped Children Act of 1974, P.L. 94-142, Education of handicappped children.)

Federal Register, Monday, October 3, 1977, Part VI (Rules and regulations for Education Amendments of 1976, P.L. 94-482, Vocational education, state programs and Commissioner's discretionary programs.)

Halloran, W., Foley, T., Razeghi, J.A., & Hull, M. Vocational education for the handicapped: Resource guide to federal regulations. Austin, Texas: Texas Education Agency, Department of Special Education, 1978.

Office of Standards, Policy and Research. Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex, and handicap in vocational education programs. Office for Civil Rights, Department of HEW, 1978.

INSTRUCTOR: Gary Clark
Professor of Special Education
373 Haworth
Department of Special Education
University of Kansas
Lawrence, Kansas

COURSE TITLE: Vocational Planning for Exceptional Children:
Work Evaluation and Guidance

COURSE OBJECTIVES:

1. Demonstrate the ability to apply knowledge of the current literature on vocational adjustment, vocational prediction, and (pre)vocational assessment to determining the purposes of assessment and types of information needed in the assessment process.
2. Demonstrate a basic understanding of the USOE occupational cluster system and its relevance to the assessment process and vocational guidance.
3. Demonstrate a knowledge of the process of job analysis, including utilization of the Dictionary of Occupational Titles.
4. Demonstrate the ability to use behavioral analysis techniques as a (pre)vocational assessment tool.
5. Demonstrate a knowledge of the nature and design of work sampling and the process of designing a work sample.
6. Demonstrate an awareness of the basic aspects of commercially available assessment systems.
7. (a) Demonstrate a knowledge of available manual dexterity tests.
   (b) Demonstrate the ability to administer and interpret manual dexterity tests.
8. (a) Demonstrate an understanding of the use of the situational approach in (pre)vocational assessment of the handicapped.
   (b) Demonstrate a knowledge of the process involved in designing instruments to be used in situational assessment.
9. (a) Demonstrate an awareness of available instruments to be used in the psychological testing approach to (pre)vocational assessment of the handicapped.
   (b) Demonstrate the ability to administer and interpret instruments commonly used with the handicapped in the psychological testing approach to (pre)vocational assessment.
10. Demonstrate the ability to utilize information from the vocational assessment process.
11. Demonstrate an understanding of basic considerations and techniques in the area of vocational guidance for the handicapped.
12. Demonstrate the ability to synthesize all available information on vocational assessment presented in class and/or readings by preparing documentation of a complete assessment sequence appropriate to your chosen (re)habilitation situation.

COURSE REQUIREMENTS: Each student will select four (4) problems to complete in addition to the mandatory problem (Number 8). The four problems relate to the four course objectives you feel are most critical to your expectations for this course. The mandatory problem relates to the

course objective I think is most critical to the course.

If the course objectives do not include some of the content you had anticipated and want to be included, individualization for those will be permitted by allowing you to submit for approval up to two objectives (with accompanying problems) which could substitute for up to two of the optional course objectives.

COURSE CONTRACT:

Performance Objectives (P) require performance in the form of written response to the specific problem indicated in parentheses following the objective.

Exploratory Objectives (E) require reading of the indicated literature and participation in the discussion during the class session associated with the specific objective.

Place a P in front of those objectives which relate to the optional problems you had selected. Place an E in front of all the rest. You should have four optional and one required performance objectives and seven exploratory objectives.

____ Objective 1 (Problem 1) Types of Information Needed

____ Objective 2 USOE Clusters

____ Objective 3 (Problem 2) Job Analysis and DOT

____ Objective 4 (Problem 3) Behavioral Analysis

____ Objective 5 Commercially Available Assessment Systems

____ Objective 6 (Problem 4) Work Samples

____ Objective 7 (Problem 5) Situational Assessment

____ Objective 8 (Problem 6) Manual Dexterity Tests

____ Objective 9 (Problem 7) Psychological Assessment

____ Objective 10 The Decision-Making Process

____ Objective 11 Vocational Guidance; Vocational Choice

*____ Objective 12 (Problem 8) The Assessment Sequence

____ Substitute Objective A

____ Substitute Objective B

*Required

READINGS AND ACTIVITIES:

Objective 2: USOE Occupational Clusters

Weagraff, P.J. Career education curriculum development using the cluster concept. Educational Horizons, 1973, 51.

For each of the 15 clusters identified by the U.S. Office of Education list five jobs that could be performed by the handicapped. Try to think of occupations outside the range of those normally considered for the handicapped.

Objective 3: Job Analysis and DOT

Blackman, L.S. and Siperstein, Coury. Job analysis and the vocational evaluation of the mentally retarded. Rehabilitation Literature, April, 1968, 29 (4).

Colvin, C.R. The utilization of the dictionary of occupational titles in work evaluation. In R.E. Hardy and J.G. Cull Vocational evaluation for rehabilitation services. Springfield, Il.: Charles C. Thomas, 1973.

Dictionary of occupational titles: Vol. I, definition of titles. 3rd ed. Washington, D.C.: U.S. Department of Labor, 1965.

Dictionary of occupational titles: Vol. II, occupational classification. 3rd ed. Washington, D.C.: U.S. Department of Labor, 1965.

Fleishman, E.A. Development of a behavior taxonomy for describing human tasks: a correlational-experimental approach. Journal of Applied Psychology, Feb., 1967, 51 (1).

Nadolsky, J.M. Evaluation criteria: an essential precursor to systematic vocational evaluation. Rehabilitation Counseling Bulletin, March, 1966, 9 (3).

Occupational Outlook Handbook: 1974-75 edition. Washington, D.C.: U.S. Department of Labor. 1974.

Supplement to the dictionary of occupational titles: selected characteristics of occupations: 3rd ed. Washington, D.C.: U.S. Department of Labor, 1966.

Thompson, D.A. and Pauhle, G.P. Development of an elemental motion analysis for man-work matching in vocational rehabilitation and placement. Archives of Physical Medicine and Rehabilitation, October, 1963.

Objective 4: Behavior Analysis as an Assessment Tool

Baer, D.M., Wolf, M.M., & Risley, T.R. Some current dimensions of applied behavioral analysis. Journal of Applied Behavioral Analysis 1968, 1.

Bates, S. & Bates, D.F. And a child shall lead them. Teaching Exceptional Children, 1971, 3.

Brown, L. & Pearce, E. Increasing the production rates of trainable students in a public school sheltered workshop. Education and Training of the Mentally Retarded, 1970, 5.

Gardner, W.I. Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult. New York: Aldine/Atherton, 1971.

Hall, R.V. Managing behavior. Books 1 & 2. Lawrence, Kansas: H & H Enterprises, 1971.

Jens, K.G. & Shores, R.E. Behavioral graphs as reinforcers for work behavior of mentally retarded adolescents. Education and Training of the Mentally Retarded, 1969, 4.

Kazdin, A.E. Methodological and assessment considerations in evaluating reinforcement programs in applied settings. Journal of Applied Behavioral Analysis, 1973, 6.

Kunzelman, H.P. (Ed.) Precision teaching: An initial training sequence. Seattle, Washington: Special Child Pub., 1970.

Pennypacker, H.S., Koenig, C.Y. & Lindsley, O.R. Handbook of the standard behavior chart. (Preliminary Ed.) Kansas City, Kansas: Precision Media 1972.

Objective 5: Work Samples as an Assessment Approach

Brolin, D.E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill, 1976.

Dunn, Dennis J. Validating work evaluation procedures. In Vocational evaluation: A resource manual, University of Wisconsin-Stout, Menomenie, Wis: 1975.

Ladas, P.G. Work sample learning rates of the MR trainee as indicators of production in a work-training center. Personnel and Guidance Journal, January, 1961.

McHugh, P. New approaches to work-sample utilization. New York: Mobilization for Youth, Inc., 1971.

Overs, R.P. The theory of job sample tasks. Milwaukee Media for Rehabilitation Research Reports, No. 2, 1968.

Rosenberg, E. The work sample approach to vocational evaluation. In R.E. Hardy and J.G. Cull (Ed.) Vocational evaluation for rehabilitation services. Springfield, Il: Charles C. Thomas, 1973.

Sabata, R. & Sinick, D. Do work samples work? Rehabilitation Counseling Bulletin, June, 1965.

Sidwell, R.T., Ireland, K.L. and Koeckert, G.A. Use of actual job samples in prevocational and work evaluation units. Rehabilitation Counseling Bulletin, March, 1962, 5 (1).

Sinick, D. Client evaluation: work task approach. Rehabilitation Literature, March-April, 1962.

Wegg, L.S. The essentials of work evaluation. American Journal of Occupational Therapy, 1960, 14 (2).

Objective 6: Commercially Available Assessment Systems

Brolin, D.E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill, 1976.

Nighswonger, W.E. Talent Assessment Programs. Des Moines, Iowa: Talent Assessment Programs, 1975.

Thunder, S.K. The Use of the JEVS Work Evaluation System with a Handicapped High School Population. Philadelphia, Pa.: Vocational Research Institute, 1974.

(All references below are contained in Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. Des Moines, Iowa: Iowa Dept. of Public Instruction, 1973.)

Anderson, D.J. & Stoff, P. Use of the Singer System for Career Exploration.

Dunn, D.J. Comparison of the JEVS, Singer/Graflex, and Lower Work Evaluation Systems.

Guidance Associates of Delaware. The Wide Range Employment Sample Test.

Hienemann, S. The Singer/Graflex System.

Kroloff, D. Observations and Implications.

Kulman, H., Drachman, F., and Stakene, F. JEVS.

Nighswonger, W.E. & Nighswonger, M.K. Talent Assessment Tests.

Rosenberg, B. The Tower System.

Schoonover, R. The Use of Singer/Graflex with the Mentally Retarded.

Visual Products Division—3M Company. The Office: Reality Training Through Simulation.

Objective 7: Manual Dexterity Tests

Brolin, D.E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill, 1976.

Objective 8: Situational Work Assessment

Brolin, D.E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill, 1976.

Dunn, D.J. Recording observations. In J.D. Andrew & L.R. Dickerson (Eds.) Vocational evaluation: A resource manual. Menomenie, Wisc.: Research and Training Center, Univ. of Wisconsin-Stout.

Hoffman, P.R. Development and utilization of behavior rating scales. In J.D. Andrew & L.R. Dickerson (Eds.) Vocational evaluation: A resource manual. Menomonie, Wisc.: Research and Training Center, Univ. of Wisconsin—Stout.

TenBrink, T.D. Evaluation: A practical guide for teachers. New York: McGraw-Hill, 1974.

Objective 9: Psychological Testing Approach

Clark, G.M. Prevocational evaluation in the secondary special education work-study program. Habilitation Personnel Training Project, Department of Special Education, University of Kansas, 1976.

Objectives 10 and 11: Vocational Guidance

Brolin, D.E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill, 1976.

Halpern, A.S. & Berard, W.R. Counseling the mentally retarded: A review for practice. In P. Browning (Ed.) Mental Retardation: Rehabilitation and Counseling. Springfield, Illinois: Charles C. Thomas, 1974.

Objective 12: Assessment Sequence (Problem 8)

The administrators of your agency were very pleased with the proposal (Problem 1) you submitted regarding the types of information which need to be gathered on your clients. As a result, they now want you to submit a proposal outlining the design of an assessment program to gather this information. They will review this proposal to determine whether your design is the one best suited to the types of information you propose to gather and to the decisions you are attempting to make about your clients. Decisions regarding whether or not to institute the program will be made on the basis of your proposal.

Your proposal should cover the following points:

1. Rationale for vocational evaluation in general and the type of program you propose in particular.
2. Description of the population you will be serving, number served per year, where they come from, and their target environment.
3. General objectives or your program.
4. Areas of performance, knowledge, etc. you propose to assess.

5. A listing and/or description of all instruments (commercially available and/or staff-made) you will use in your program. This includes any type of measuring approach or procedure you will use. If what you propose is not commonly available, please describe it in enough detail to give the proposal reader a basic understanding of the instrument.
6. Description of assessment sequence through which clients (students) will progress. Be specific as to when and for how long they will go through each phase of the program (i.e., 2nd month, sophomore year).
7. Indicate how you will use each type of information gained about a client (student).
8. Describe how you will evaluate the effectiveness of your program on the first year and future years.
9. Provide background information regarding your staff (number, qualifications and background), physical requirements of your settings (amount of space, equipment, etc.) and a very general budget.

Problem Evaluation:

1. Demonstration of the need for your program in terms of its purposes and the population you serve.
2. Clearly stated and measurable program objectives which are appropriate to your situation and population.
3. Appropriateness of chosen instruments and techniques.
4. Thoroughness of your assessment sequence and its utility in providing the information you seek.
5. Provision for adequate evaluation of the program itself.
6. Provision for utilization of assessment information in developing client (student) programs.
7. Clarity and organization of proposal.

Objectives 1 and 12: Purposes of Assessment and Types of Information Needed

Brolin, D.E. Evaluating the vocational potential of the educable mentally retarded. In Vocational evaluation and curriculum modification. Des Moines: Iowa Dept. of Public Instruction, 1972.

Brolin, D. Vocational assessment: What can be gained from it? In Vocational assessment systems: Application in programs serving special needs populations. Des Moines: Iowa Dept. of Public Instruction, 1973.

Campbell, J. Problems in defining work evaluation and work adjustment. In Vocational evaluation curriculum development workshop. Menomonie: Materials Development Center. Stout State University, 1967.

Clark, G.M. Prevocational evaluation in the secondary special education work study program. Habilitation Personnel Training Project, Department of Special Education, University of Kansas, Lawrence, Kansas, 1976.

Cobb, H.V. The forecast of fulfillment: A review of research on predictive assessment of the adult retarded for social and vocational adjustment. New York: Teachers College Press, 1972.

Cundiff, G.F., Henderson, S. & Little, N. Training guides in evaluation of vocational potential for vocational rehabilitation staff. Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1965.

Dunn, D.J. Assessment systems in career development programs. In Vocational assessment systems: Application in programs serving special needs populations. Des Moines: Iowa Dept. of Public Instruction, 1973.

Gellman, W. The principles of vocational evaluation. In Vocational evaluation--Curriculum development workshop. Menomonie: Materials Development Center, Stout State University, 1967.

Gold, M.W. Research on the vocational habilitation of the retarded: The present, the future. In N.R. Ellis (Ed.), International review of research in mental retardation. New York: Academic Press, 1973.

Neff, W.S. The assessment of work potential. In W.S. Neff, Work and human behavior. New York: Atherton Press, 1958.

(All articles below can be found in Vocational evaluation--Curriculum development workshop. Menomonie, Wisconsin: Materials Development Center, Stout State University, 1967.

Hoffman, P.R. As an educator sees the need to train work evaluators.

Rosenberg, B. Role of the evaluator in a rehabilitation center.

Spaiser, A. The role of the evaluator in a sheltered workshop.

INSTRUCTOR: Gary Clark
Professor of Special Education
373 Haworth
Department of Special Education
University of Kansas
Lawrence, Kansas

COURSE TITLE: Vocational Planning for Exceptional Children and Youth: Career Development

COURSE OBJECTIVES: Each student will be able to:

1. Demonstrate a knowledge of the state of the art in career education in general and for the handicapped in particular.
2. Demonstrate an understanding of the rationale for career education for the handicapped.
3. Demonstrate an understanding of the current concepts of career education for the nonhandicapped and the handicapped.
4. Demonstrate an understanding of the adjustment demands of and corresponding curriculum implications for each of the following domains: Home and Self, Community and Society, World of Work.
5. Demonstrate a knowledge and understanding of alternative delivery approaches in career education for the handicapped and of the variables to consider in planning and implementing those approaches.
6. Demonstrate an understanding of the major tasks involved in planning, implementing, and evaluating a comprehensive career education program for the handicapped, such as curriculum development, materials acquisition and analysis, and inservice and consultation with fellow teachers.

COURSE GUIDE:

Objective 1: State of the art in career education.

Enabling activities:

1. Attend class session.
2. Read the following:
   Brolin and Kokaska, 47-86.
   Career Education Booklet, articles on pp. 1, 21, 85.

Objectives 2 and 3: Rationale for career education and current concepts of career education for the handicapped.

Enabling activities:

1. Attend class session.
2. Read the following:
   Brolin & Kokaska, pp. 87-124
   Clark, 1-23.
   Exceptional Teacher, article by Kokaska, pp. 1-2, 14-15 for mild (p. 52), moderate (p. 63), and severely (p. 82) handicapped. Select one.

Objective 4: Adjustment demands on handicapped; curriculum implications.

Enabling activities:

1. Attend class sessions.
2. Read the following:
   Home and Self Adjustment.
   Home and Self Booklet, articles on pp. 1, 5, 29, 87, 91, 99, 103, 121, 153, 173.

Brolin & Kokaska, pp. 127-156.
Clark, pp. 25-32, 45-51, 117-126.
Exceptional Teacher, article by Cegelka, pp. 3-5, 15.
Community & Society Adjustment
Community & Society Booklet, articles on pp. 1, 15, 19, 33, 75, 87, 129, 151, 159, 171.
Brolin and Kokaska, 157-191.
World of Work Adjustment.
World of Work Booklet, articles on pp. 1, 49, 95, 111.
Brolin and Kokaska, 193-212.
Clark, 69-93.

Objective 5: Alternative delivery approaches.

Enabling activities:

1. Attend class sessions.
2. Read the following:
   Brolin & Kokaska, 237-290; 383-384.
   Exceptional Teacher, article by Clark, pp. 6-7, 9.
   Mori, article by Fiar, pp. 37-47.

Objective 6: Major tasks in planning, implementing, and evaluating career education programs.

Brolin & Kokaska, 291-384.
Clark, 141-165, 180-182.

COURSE REQUIREMENTS:

1. Final examination over Objectives 1, 2, 3 and 4.
2. Select any two of the project options below:
   (a) Develop a list of needs for the population of exceptional children/youth with whom you are involved or most interested. Provide needs that are representative for each of the environmental domains (home and self, community and society, and world of work) and representative of each component of the career education model presented in class (e.g., attitudes, values, and habits, human relationships, occupational information, and acquisition of actual job and daily living skills).
   (b) Develop a comprehensive instructional objective pool for any one of the components of the career education model presented and emphasized in class. Organize the objectives around any two sequential developmental levels (pre-school, 0-5; primary, K-3; intermediate, 406; junior high, 7-9; high school, 10-12; post-secondary or adult).
   (c) Develop a complete outline for a school year, showing how you would incorporate career education concepts and skills in your role as a teacher. Infusion and separate programming should be used in delivering your selected content. (Elementary teachers may select one subject matter area, i.e., reading, social studies, language arts, etc.).
   (d) Evaluate any six commercial curriculum materials that are currently available and are advertised as career education material. Be sure to include some evaluation of stereotyping (racism, sexism, and handicapism).
   (e) Write a critique of any three popular games for children and adults (Monopoly, Life, Careers, Diplomacy, Stocks and Bonds, Risk, etc.) with emphasis on what they teach in the areas of values, attitudes, and habits, human relationships, occupational information, and job and daily living skills.

(f) Any project you would like to initiate that fits into the purposes of this course may be considered. Write up a brief description of what you propose to do and what the final product would look like.

COURSE READINGS:

Brolin, D.E. and Kokaska, C.J. Career education for handicapped children and youth. Columbus, Ohio: Charles E. Merrill, 1979.

Clark, G.M. Career education for the handicapped child in the elementary classroom. Denver, Colorado: Love Publishing Co., 1979.

Exceptional Teacher. December, 1979, 1 (5).

Kokaska, C.J. What is career education? pp. 1-2, 14-15.

Cegelka, P.T. Education for leisure, pp. 3-5, 15.

Clark, G.M. Choosing an approach to delivering career education content to handicapped students, pp. 6-7, 9.

Kregel, J. Perspectives: Career education, Module P. II, Department of Special Education, Habilitation Personnel Training Project, University of Kansas, Lawrence, Kansas, 1975.

Mori, A.A. Proceedings of an institute on career education for the handicapped. Department of Special Education, University of Nevada, Las Vegas, August 20-24, 1979.

Fair, G.W. Career education and curriculum development for the handicapped.

Oelschlager, R. Competencies for independent living: Community and society, Module N.V. Department of Special Education, Habilitation Personnel Training Project, University of Kansas, Lawrence, Kansas, 1975.

Prouty, L. Competencies for independent living: World of work, Module N III. Department of Special Education, Habilitation Personnel Training Project. University of Kansas, Lawrence, Kansas. 1975.

Thompson, L. Competencies for independent living: Home and self, Module N IV, Department of Special Education, Habilitation Personnel Training Project, University of Kansas, Lawrence, Kansas, 1975.

INSTRUCTOR: Gary Clark
Professor of Special Education
373 Haworth
Department of Special Education
University of Kansas
Lawrence, Kansas

COURSE TITLE: Vocational Planning for Exceptional Children: Public School Work Study Programs

COURSE OBJECTIVES:

1. Be able to demonstrate basic knowledge of individual behaviors frequently observed in groups of adolescents who have handicaps or special needs by listing at least six frequently observed behaviors for any given unique population, e.g. certain ethnic groups, inner city youth, suburban advantaged, etc.
2. Be able to demonstrate knowledge of current issues in establishing a philosophy for secondary work-study programs by writing a discussion which cites relevant issues, points of conflict in traditional educational philosophy, and suggested resolutions of the conflicting issues.
3. Be able to describe in writing the concept of career education and how it applies to curriculum planning for youth who have learning, social, and/or behavioral problems.
4. Be able to demonstrate an understanding of the principles and rationale used as a basis for curriculum development in the area of work-study education by drafting a formal rationale and set of objectives when presented a simulated problem situation.
5. Be able to demonstrate a familiarity with existing special education in-school curricula by drawing from examples of these curricula to construct a pre-vocational curriculum for a specified target population of your choice.
6. Be able to demonstrate a general knowledge of regular academic and occupational training programs in the public schools and the basic concepts underlying these programs by discussing their strengths and weaknesses relative to the handicapped.
7. Be able to demonstrate an understanding of typical secondary school administration policies and procedures in the areas of scheduling, integration into regular classes, grading, participation in extra-curricular activities, classroom organization and graduation by reacting to a simulated problem situation in any or all of the areas mentioned.
8. Be able to demonstrate an awareness of operational aspects of conducting a work-study program in obtaining and using supplies and equipment, obtaining space and design and use of space by responding to a simulated problem.
9. Be able to demonstrate ability to identify and differentiate vocational skills and traits critical to students during on-the-job training and employment by responding satisfactorily to case study problems.
10. Be able to demonstrate knowledge of current approaches and procedures available for determining status, modifiable behaviors, and progress among students by identifying and/or discussing the nature, appropriateness, advantages, and disadvantages of each.

11. Be able to demonstrate the ability to task analyze a job by presenting an analysis of any task, or phase of a task of your choosing.
12. Be able to demonstrate knowledge of options and constraints affecting the selection and/or establishment of student job training and work placement sites.
13. Be able to demonstrate knowledge of community resources available and/or appropriate for use in implementing a work-study program by describing the services or assistance available in community resources and giving examples of how each could be used.
14. Be able to demonstrate a knowledge of problems involved in referrals of students by generating a list of such problems and possible means of circumventing or overcoming them.
15. Be able to demonstrate ability to apply knowledge of principles and problems in school and community relations by presenting a program plan for communicating and interpreting the secondary school program for handicapped youth to the regular school staff, parent, employers, and the community.
16. Be able to demonstrate knowledge of and skill in evaluating prevocational programs at the secondary level by evaluating an existing secondary work-study program, using some formal evaluation system or guide.

COURSE SEQUENCE:

1. Introduction.
2. Secondary special education populations.
3. Philosophy of work study programming.
4. Curriculum for work study.
5. Organizing and implementing work-study programs.
6. Prevocational evaluation.
7. Job analysis.
8. Job placement and supervision.
9. Referrals and referral resources.
10. School and community relations.
11. Work-study program evaluation.

COURSE PROBLEMS:

1. Your principal is aware of the need to provide appropriate programming for all handicapped students but is not sure what alternatives can and/or should be offered. Assume you are in a program that fits one of the following descriptors: (a) not enough students to justify more than one full-time secondary teacher and a decision has been made to offer instruction through regular classes and a resource room, or (b) enough students to warrant one self-contained class and one resource room in support of regular class placement.

   Your training and experience lead you to believe that one component of any instructional delivery system for handicapped youth should be a work experience or work-study program. At the request of your principal, you prepare a 3-4 page position paper stating your support of a work experience component to the instructional

program. The position paper should include the following:

(a) A rationale for work experience training.
(b) A description of the over-all curriculum for the school and how the work experience program would fit into it.
(c) A list of goals or aims for the work experience program.

2. You and two other teachers were sent by your school district to a national conference in St. Louis on Career Education for the Handicapped. After your return, your special education director asks you to serve as chairperson of a steering committee to implement career education programming in your school. You believe that it might help the committee to have something specific to react to. You decide to present a one-year plan for how you personally intend to implement career education as you understand it for your own instructional role.* Present your plan. Be sure to include examples of content to be covered and designate whether each content area will be delivered by infusion or separate programming and, in each case, in what specific way it will be delivered.

3. You have just been hired by the Winnemucca School District as the new secondary special education teacher (junior or senior high school). In view of the job crunch, you consider yourself very fortunate to have found a job at all, even when you find out that a secondary program does not presently exist and that you must be responsible for formulating a statement of policy and procedure and a general curriculum for the classroom or in-school portion of your program.

Rummaging through your notes from that indispensible class at K.U. you find that your curriculum statement should include the following information:

A. Statement of a need for the program in Winnemucca.
   1. Nature of the community.
   2. Nature of the school district (secondary level, number of schools, size, populations served, etc.)
   3. Nature of the population to be served in your school (number, characteristics, etc.)
   4. Need statement, based on 1, 2, and 3.
B. Philosophy and general objectives for the program.
C. Structure of the program (type of classroom, number of classes, number and type of teaching staff, relationship to regular programming in your school, relationship of academic and work adjustment training, etc.)
D. Curriculum outline (subject matter areas and major instructional topics within subject matter areas for each grade level in your program, eg., 7-9 or 10-12.
E. Descriptive summary of the work experience or work adjustment phase of the program.

You feel that a policy and procedures statement is needed to explain and outline basic operational procedures to your principal, the students, and parents. In a second section you describe policies and procedures as they relate to the following:

A. Grading of in-school instructional program.

*If you are not currently in an instructional role, assume one for the purposes of this problem.

B. Reporting of achievement to students and parents.
C. Promotion.
D. Graduation.
E. Participation in extra-curricular activities.
F. Scheduling (who does it, how are changes made, what does daily schedule look like, etc.)
G. Support services to students (and their teachers) who are placed in regular classes.

4. Your principal and special education director agree that you need more space and possibly different space than any typical classroom in the building. However, they want you to present a plan for what space you need, where it should be located, and a priority supply and equipment list for the proposed space.

   Make your decisions based on the information you provided in Problem 3. If you did not opt for Problem 3, see your instructor for instructions.

5. Choose any relatively simple task or one phase of a complex task and present a task analysis of it. It can be a work task or a daily living task.

6. You are leaving your position at Winnemucca High School and have invested so much of yourself in the program that you want to see it maintained. The area of referrals is one which you have worked on very specifically and one which has added much to your program. Because you want to see it continued, you decide to leave some suggestions for your replacement. Present a list of possible problems and solutions for a referral system in a work-study program.

7. You have accepted a job as work-study coordinator in a high school with an enrollment of 850. There is only one high school in the town, which has a population of about 20,000. The director of special education and principal call you in during the pre-school in-service and inform you that you have quite a challenge. They relate some incidents during the previous two years which have all but demolished any semblance of a positive image of the program. The students, their parents, the school staff, and a number of employers are negative about the program because of the poor judgement, abrasive interpersonal relations, and personal problems of the previous work-study coordinator.

   You are asked to plan and submit to them (in writing) a public relations plan for your first year. They want to know what efforts will be made, when they will occur, and expected outcomes for each. What would your plan look like?

8. Using any evaluation criteria you think are useful in evaluating a work-study program, submit an evaluation report on any program you can find that is willing to participate in this activity.

   The evaluation should be made available to the participating school staff upon completion of the report.

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INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: An Introduction to Career/Vocational Education For The Handicapped

RATIONALE: Vocational Education is one component in career education designed to provide students with specific competencies needed for successful entry into the world of work. Vocational education emphasize specific kinds of things people can do to enter the world of work. In order for changes to occur in the traditional concepts of program planning and delivery, it is necessary for educators to understand the characteristics of the handicapped and the state of the art in vocational education for the handicapped.

GOAL: The purpose of this course is to examine handicapping conditions and their effects on the learning and vocational adjustment of the handicapped; to provide a study of the state of the art in educating exceptional children and adults in elementary and secondary schools in career and vocational education.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. Identify the elements of both normal and abnormal growth and development.
2. Define the concept of mental retardation, learning disabilities, bahavioral disorders, auditory disorders, and visual disorders.
3. Recognize special education problems associated with different rates of development.
4. Describe the causes of handicapping conditions.
5. Translate the characteristics of a handicap or disadvantagement into behavioral limitations.
6. Identify the psychosocial effects of being handicapped.
7. Know the degree to which mental/physical handicaps affect academic and social learning.
8. Explain how a work personality develops by describing the vocational development theories of professionals in the field.
9. Order the four work personality stages of the retarded and describe the significance of each.
10. Identify current issues and trends with respect to developing and implementing instructional programs for special needs students.
11. Identify and define the roles, services and locations of local and state agencies/organizations concerned with the education, health, and welfare of all types of exceptional children.
12. Identify problems and propose solution to service delivery by these agencies and propose solutions to those problems.
13. Identify educational and behavioral goals in terms of a student's handicapping condition and develop a rationale, program goals, and philosophy for a special needs program.

COMPETENCIES:

1. Develop a rationale, program goals, and philosophy for a special needs program.
2. Identify a variety of community and governmental agency resources in planning instructional programs and services.
3. Demonstrate a knowledge of the purposes, services, and locations of exceptional individuals.
4. Knowledge of the goals of the special education classes and the methods used by special education personnel to attain those goals.
5. Knowledge of the goals for specific vocational programs and methods used to attain those goals-an introduction to the work environment.
6. Recognize special instructional problems associated with different rates of development.
7. Identify current issues and trends with respect to developing and implementing instructional programs for special needs students.
8. Translate the characteristics of a handicap or disadvantagement into behavior limitations.
9. Identify psychosocial effects of being handicapped or disadvantaged.
10. Deduct from behavior the qualitative differences in levels of cognitive functioning.
11. Identify education and behavioral goals in terms of student's handicapping or disadvantaging condition.
12. Observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children.
13. Interest in working with these students.
14. Maintain knowledge of current programs available in vocational education.
15. Know the degree to which mental/physical handicaps affect academic and social learning.
16. Develop sensitivity to problems of the handicapped in the student.

COURSE CONTENT/MAJOR TOPICS:

1. Characteristics and effects of handicapping conditions
2. Vocational Theories and the Development of a Work Personality
3. State of the Art in Career/Vocational Education
4. Community and Government Agency Roles
5. Educational and Behavioral Goals

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Individualized Vocational and Technical Instruction

RATIONALE: Instruction must be provided to a group of students, and not to isolated students. Therefore, instructors must learn strategies and procedures for meeting the needs of individuals while managing the learning activities of a group.

GOAL: The purpose of this course is to address a number of individualized instruction models for achieving various goals in vocational education for the handicapped.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. define individualized instruction.
2. describe eight basic individualized instructional models.
3. select one model most effective/appropriate for use with vocational programs.
4. assess current and anticipated demands in different occupations and opportunities for placement of the handicapped.
5. discuss the conept of instructional readiness.
6. identify prerequisites for entering program.
7. assess instructional readiness/prerequisites of a student.
8. complete a job description.
9. complete a tesk analysis.
10. write performance objectives for occupational tasks.
11. define a system of instructional strategies.
12. write an individualized learning package to include the two components of an ILP - a learning guide and the learning materials.
13. evaluate student progress in an individualized program in vocational education.
14. manage the individualized learning system.
15. provide parents with systematic evaluation of student progress.
16. apply concepts learned about individualized vocational instruction to other areas of curriculum.

COURSE CONTENT/MAJOR TOPICS:

1. Individulized Instruction
2. Establishing and Justifying Program Content
3. Prerequisite Student Skills
4. Developing Vocational Instructional Objectives
5. Instructional Strategies
6. Monitoring Student Progress
7. Managing the Individiualized Learning System

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Vocational Evaluation of the Handicapped

RATIONALE: There are comprehensive training programs for vocational evaluators, which lead to degrees. It is necessary, however, to have a team of professionals who conduct the total assessment process for the handicapped. It is important for all members of the team to have a comprehensive orientation to the evaluation process.

GOAL: The purpose of this course is to provide a comprehensive orientation to assessment and evaluation for vocational education.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. describe the role of a vocational evaluator.
2. keep abreast of literature and research in the field of work evaluation for the handicapped.
3. demonstrate a basic awareness and understanding of job or work sample systems available including information and knowledge concerning a) the purpose of the sample system; b) assets of the sample system; and c) limitations of the sample system.
4. overview of the vocational assessment process.
5. List major components of vocational evaluation.
6. Describe and compare various tests and evaluation systems used for vocational evaluation (clinical assessment, work evaluation, work adjustment and on-the-job tryouts).
7. Compile identification/referral information on handicapped learners.
8. Analyze, synthesize and interpret evaluation data from all relevant sources to support program planning effectiveness.
9. Develop a learner analysis profile.
10. Use assessment information as a basis for specifying behavioral objectives to meet the educational and vocational needs of the handicapped as required in the individualized educational plan (IEP).
11. Develop a learner prescription.
12. Identify agencies available to assist in vocational assessment of the handicapped.

COURSE CONTENT/MAJOR TOPICS:

1. Vocational Evaluation Competencies
2. Vocational Evaluation: Clinical Assessment
3. Vocational Evaluation: Work Evaluation
4. Vocational Evaluation: Work Adjustment
5. Vocational Evaluation: Job Tryouts

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career/Vocational Education-Part I:Analyze the World of Work

RATIONALE: To enhance the employability of handicapped students, teachers and other school personnel should have a comprehensive understanding of the world of work.

GOAL: The purpose of Part I of the Course in Curriculum methods and materials for Career/Vocational education is to analyze the world of work in order to determine current employment needs; the skills needed to be employed; and optional vocational training sites for the handicapped.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. obtain and use occupational and employment information.
2. obtain and use information from other agencies involved in vocational training.
3. analyze requirements and performance levels of specific job (vocational, social aptitude, interest).
4. analyze and adopt vocational curriculum materials.
5. validate the curriculum materials.
6. identify training/employment options for individuals unable to enter competitive employment.

COURSE CONTENT/MAJOR TOPICS:

1. Occupational and Employment Trends
2. Local Training Programs
3. Entry-Level Skill Requirements for Various Occupations
4. Vocational Options for the Handicapped

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career and Vocational Education-Part II: Identification of Learner Needs

RATIONALE: To specify the vocational component of the individualized educational plan (I.E.P.) is a requirement of federal and state legislation (P.L. 94-142 and Section 504, West Virginia State Standards). The I.E.P. must be developed, based on the specific needs of the learner.

GOAL: The purpose of Part II of the Course in Curriculum Methods and Materials is to examine the guidelines for writing the I.E.P. and to identify and utilize student information to develop the vocational education component of the I.E.P.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. identify information needed to assess student needs.
2. determine and collect available information to assess student needs.
3. develop and implement techniques for obtaining unavailable student data.
4. utilize student information to develop the I.E.P.
5. develop a system of data management.

COURSE CONTENT/MAJOR TOPICS:

1. Identification and Location of Information Needed to Assess Student Needs
2. Identification, Development and Implementation of Techniques for Obtaining Unavailable Student Data
3. Developing the Learner's Profile

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career/Vocational Education-Part III: Developing Objectives

RATIONALE: Quality educational programs and experiences are based on meaningful and clearly-stated objectives. Annual goals and short-term instructional objectives are required in I.E.P.'s by federal legislation.

GOALS: The purpose of this course is to increase personal accountability for teachers, students and parents by providing instruction in writing clear goals and instructional objectives for the vocational education component of the I.E.P.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. identify the components of the I.E.P. and I.E.P. objectives.
2. select objectives that are appropriate for career awareness, exploration, and preparation.
3. select and incorporate appropriate learner assessment information in objectives.
4. write meaningful and clear objectives for the cognitive, affective, and psychomotor domains.
5. identify sources of prepared vocational and career education objectives.
6. task analyze objectives to determine instructional steps.

COURSE CONTENT/MAJOR TOPICS:

1. State/Federal Requirements Regarding the I.E.P.
2. Sample I.E.P.'s and I.E.P. Goals and Instructional Objectives
3. Identification of Career Awareness, Exploration and Preparation Objectives.
4. Vocational Education Goals and Instructional Objectives of the I.E.P. Based on the Learner Profile
5. Task Analysis of Objectives

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career/Vocational Education-Part IV: Developing Learning Activities

RATIONALE: Before developing learning activities in career/vocational education for the handicapped, it is necessary to know the types of learning experiences that are appropriate for developing career awareness, exploration, and preparation in order for the mildly and severely impaired students to reach their career goals.

GOALS: The purpose of Part III of the course in Curriculum Methods and Materials for Career/Vocational Education is to plan appropriate learning experience for career awareness, exploration, and preparation for the handicapped.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. locate potential learning activities.
2. identify a wide variety of possible experiences to be used.
3. plan appropriate learning experiences for career awareness, exploration, and preparation.

COURSE CONTENT/MAJOR TOPICS:

1. Common Characteristics Found In Job Clusters
2. Life/Career Options
3. Skills Needed to Implement a Life/Career Option
4. Selecting Appropriate Field Experiences, Instructional Materials, and Other Resources

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career/Vocational Education-Part V: Materials Resources

RATIONALE: It is necessary to analyze materials and resources in order to accomplish and implement activities to meet program needs.

GOAL: The purpose of Part V of the course in Curriculum Methods and Materials for Career/Vocational Education is to determine what learner resources are available to prepare the student for the world of work.

SPECIFIC OBJECTIVES: Upon completion of this course the student will be able to:

1. Identification and Location of Resources Based on Objectives, Activities, and Learner Needs
2. Evaluation of Resources
3. Utilization and Field Test of Resources

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INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Curriculum Methods and Materials for the Handicapped in Career/Vocational Education-Part VI: Evaluation

RATIONALE: To provide accountability, it is essential that an instructor determine both learner performance and program performance. Evaluation is seen as a system for monitoring objectives, activities, and resources throughout a course of instruction, and on a day-to-day basis to determine student growth and program effectiveness.

GOAL: The purpose of Part VI of the course in Curriculum Methods and Materials for Career/Vocational Education is to learn evaluation as a process and a product and how to evaluate student performance and program effectiveness.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. determine the difference between process and product evaluation.
2. evaluate learner progress/performance.
3. evaluate objectives, activities, and resources.
4. evaluate methods used to judge effectiveness (learner/program).

COURSE CONTENT/MAJOR TOPICS:

1. Process and Product Evaluation
2. Evaluation of Learner Progress/Performance
3. Evaluation of Objective, Activities, Resources
4. Program Outcome Evaluation

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Vocational Education for the Handicapped: Cooperative Instructional Arrangements

RATIONALE: Few teachers in special education have training in vocational education and, conversely, few vocational instructors have training in teaching handicapped students. It is difficult for teachers to become expert in both fields but advisable for each to acquire enough training/information to understand the roles in both disciplines.

GOAL: The purpose of this course is to identify existing interagency models for planning vocational education for the handicapped and to develop cooperative instructional arrangements for handicapped students in career/vocational education.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. Meaning of Interagency Programming
2. Models for Interagency Programming at State/County Levels
3. Cooperative Instructional Arrangement
4. Critical Factors in Cooperative Arrangements
5. Planning Cooperative Teaching Among Various Disciplines.

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Work Experience Programs: Development and Implementation

RATIONALE: Work experience in and out of school are necessary to assist the handicapped students in acquiring competencies to obtain and retain employment and make the transition from school to the world of work.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. Describe work-experience and compare types of programs.
2. List the basic considerations in developing work-study programs.
3. Demonstrate methods of planning and coordinating work-experience programs (on and off campus).
4. Match the characteristics of a handicapped learner to a specific job.
5. Identify prospective cooperating employers to provide on-the-job training stations.
6. Assist the cooperating employer's personnel in accepting the training status and role of the student.
7. Complete a training agreement for a work experience program for handicapped adolescents.
8. Analyze social and occupational components of a job.
9. Develop related instruction for students place in part-time employment.
10. Assist the student in the solution of problems related to starting and continuing on-the-job training.
11. Demonstrate efficient methods of placement and follow-up.
12. Devise a system for maintaining occupational information and opportunity data for use by students.

COURSE CONTENT/MAJOR TOPICS:

1. Purpose of Work Experience Programs
2. Types of Cooperative Work Experience Programs
3. Roles of Educations/Employees in Work Experience Programs
4. Steps to Developing and Implementing Work Experience Programs
5. Financial Participation
6. Work Experience Plan
7. Work Study Forms
8. Follow-Up Studies

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Vocational Education for the Handicapped: State and Federal Legislation

RATIONALE: For many years, special education emphasized primary and elementary education, without any emphasis on secondary education for the handicapped. The handicapped were excluded from vocational education programs. In recent years, the Uniter States Office of Education (U.S.O.E.) established career/vocational education as priority for special attention. For this reason, legislation has been passed that positively affects the handicapped.

GOAL: The purpose of this course is to examine state and federal legislation and how it guides administrative decisions regarding identification, referral, and placement procedures of the handicapped student at the secondary/post secondary levels.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.
2. demonstrate a knowledge of PL 94-142.
3. demonstrate a knowledge of Section 503 and 504 of the Rehabilitation Act of 1973.
4. compare and contrast selected sections of the Vocational Education Legislation (PL 94-484) with the provisions contained in PL 94-142 Education of All Handicapped Children Act of 1975 and Section 504 Rehabilitation Act of 1973.
5. Demonstrate a knowledge of the West Virginia State Guidelines for Exceptional Children and explain its provisions for career/vocational education for the handicapped.

COURSE CONTENT/MAJOR TOPICS:

1. P.L. 94-142: The Education for all Handicapped Children Act of 1975
2. Section 503 of the Rehabilitation Act of 1973
3. P.L. 93-112: Section 504 of the Rehabilitation Act of 1973
4. P.L. 94-482: Education Amendments of 1976
5. Title II - Vocational Education (P.L. 94-482)
6. Rights of the Physically Handicapped
7. Analysis and Contrast of Vocational Education Legislation Contained in P.L. 94-142 and Section 504 of the Rehabilitation Act
8. West Virginia State Guidelines for Exceptional Children

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Grantsmanship

RATIONALE: Grant funds in both the public and private sector are decreasing and the number persons applying for them has grown. Grant seekers must be prepared to meet powerful competition. They must be well-trained and competent in their fields of specialization, as well as skilled in identifying sources of funding and writing proposals that stand out among applications to grant-making organizations.

GOAL: The purpose of this course is to examine various sources of grants, the formats for approaching and applying to potential funders once they've been identified.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. define the term "grant".
2. locate basic sources of information regarding grant-making programs.
3. locate sources of government grants.
4. locate sources of foundation grants.
5. locate sources of business and industry grants.
6. explain the activities of the preapplication phase.
7. prepare a formal written application for funding (proposal).
8. utilize proposal evaluation summary to evaluate proposals written by self and others.

COURSE CONTENT/MAJOR TOPICS:

1. What Is a Grant?
2. How to Find Out About Grants and Who Gives Them
3. What to do Before Applying for a Grant-Preapplication Phase
4. Writing the Proposal
5. How Grants Are Awarded

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Seminar in Vocational/Special Education

RATIONALE: A need exists for interagency cooperation in developing programs to meet the needs of the handicapped in career and vocational education. Bringing together staff from vocational education, special education, and related disciplines to discuss problems and issues in programming for the handicapped at the secondary level is believed to contribute to the solution of problems and thus meaningful liason between disciplines and ultimately more effective programs for the handicapped.

GOAL: The purpose of this course is two-fold: 1) to investigate problems and issues in vocational education for the handicapped; and 2) to provide a group situation where each person can share with others his internship experiences and demonstrate his ability to analyze elements of issues and his problem-solving ability.

SPECIFIC OBJECTIVES: Upon completion of this course, students will be able to:

1. demonstrate proficiency in meeting the objectives listed under the prerequisite courses.
2. complete a self-evaluation of the attainment of each competency.
3. construct a plan to remediate self-identified deficiencies.
4. analyze and evaluate selected research and other literature related to issues, problems, and solutions to providing appropriate career/vocational education experiences for the handicapped.
5. apply this knowledge to designing and implementing programs in career/vocational education for the handicapped.
6. work effectively with an interagency team in developing long and short-term comprehensive career/vocational education program plans/instruction.
7. develop skills needed to act as a liaison and resource person to the community.

COURSE CONTENT/MAJOR TOPICS:

1. Self-Evaluation on Attainment of Competency in Previous Courses
2. Remediation of Deficiencies
3. Analyzing Current Problems and Issues in Vocational Education for the handicapped.
4. Application of Knowledge in Interagency Team Planning

INSTRUCTOR: Iva Dean Cook
Project Director
West Virginia College of Graduate Studies
Institute, W.V.

COURSE TITLE: Internship: Vocational Special Education.

RATIONALE: An internship experience with persons requiring special services and programs that administer special services at state and LEA levels provides the opportunity to demonstrate competency in performing the skills described in previous course descriptions.

GOAL: The purpose of this course is to provide supervised participation in cross-discipline planning and implementation of activities in career/vocational education for the handicapped at the SEA and LEA levels. The students will design, organize, and develop a paper representing an application of course work, issues and trends in vocational education which must be approved by the instructor. This experience will be individualized to meet the needs of persons in the field of vocational, special education, or other and will be taken concurrently with the seminar.

SPECIFIC OBJECTIVES: Upon completion of this course students will be able to:

1. describe secondary and post-secondary programs for the handicapped adolescent (traditional programs of vocational education, special education, special education programs with vocational emphasis,etc.)
2. identify where gaps in programs exist.
3. demonstrate the ability to work in an interagency model of program development.
4. utilize training in prerequisite courses to interpret evaluation data; perform assessments, and develop an educational plan based on data.
5. utilize the delivery skills and content experiences to develop and implement career vocational education programs for the handicapped.
6. evaluate the program outcomes.
7. develop a program model to provide services to urban, rural, and remote rural population of adolescent handicapped.

COURSE CONTENT/MAJOR TOPICS:

1. Orientation
2. Vocational/Career Education Component of the I.E.P.
3. Administrative Structures at Local, Regional, State, and National Levels in Vocational/Special Education
4. Cross-Discipline Planning (Interagency Team) To Implement and Facilitate Career/Vocational Education
5. Career/Vocational Curriculum Materials
6. Leadership Skills for Career/Vocational Education Curriculum Development and Implementation

COURSE INSTRUCTOR: Nancy Hartley
Coordinator, Vocational Special Needs
University of Northern Colorado
Greely, Colorado 80631

COURSE TITLE: Vocational Education for Learners with Special Needs

COURSE DESCRIPTION: This course provides an overview of the requisites and characteristics of students with "special needs." Particular emphasis is placed on meeting the needs of both the disadvantaged and handicapped students by providing supplemental services through regular vocational education programs.

COURSE OBJECTIVES: The objectives for the course entitled "Vocational Education for Learners with Special Needs" are to

1. Gain a general knowledge of the characteristics and problems of students found in regular school programs: educable mentally retarded, orthopedically handicapped, learning disabled, blind, deaf, and disadvantaged.
2. Acquire a basic knowledge of the current educational philosophy and programming for the exceptional student in career/vocational education.
3. Have an understanding of innovative issues and trends in assessment of the disadvantaged and handicapped students.
4. Learn how to organize and/or modify secondary/post-secondary school programs for students with special needs.

SPECIAL PROJECT: Design an instructional material that you can use when you are in your school system. Be creative and practical. The purpose of this assignment is for you to translate knowledge or ideas you have gained in this course into a product that is useful to you as well as other professionals in the field.

Potential material:

a. Delivery model for special needs services in a comprehensive high school.
b. Resource directory.
c. Game or activity.
d. Curriculum unit in vocational education or related instruction for special needs students.
e. Handbook for identification of special needs students and useful teaching methods.
f. Design a work sample.
g. Revise an existing vocational curriculum so that it contains instructional information useful for special needs students. Examples—vocabulary lists, math concepts.
h. Tips for teachers—resource guide.
i. Pre-vocational curriculum unit, what it should contain.
j. In-service model for regular teachers.

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PROJECT FORMAT:

I. Title

II. Subject Area

Give the general area of the curriculum where the B:PAC could best be used, I.E., Home economics, industrial education, special education, adaptive education, etc.

III. Performance Level

Give the general level for which the B:PAC was designed, I.E., Primary, intermediate, middle, secondary, adult, in-service training and/or professional development, while the B:PAC may have been designed for one specific learner, it probably has wider applicability. Any special requirements or unique pupil performance that is needed should be indicated.

IV. Description of Project

Give a brief description of the finished project.

V. Learning Objectives or Usefulness of Project

A. Lesson or Materials: The learning objectives should be stated in behavioral terms and usually contain three elements:
   1. The performance expected of the learner.
   2. The conditions under which the performance will take place.
   3. The proficiency level expected of the learner.

B. Instructions. Be specific, indicate exactly what the learner is to do. If there are resources or equipment he needs before he proceeds, tell him what is needed and suggest how he might proceed to acquire them.

   Be task oriented, break the learning objective(s) down to the basic steps needed for mastery or project completion. Be careful not to add unnecessary steps. Order the steps to insure a logical progression.
   1. Equipment needed.
   2. Materials needed.
   3. Media needed.
   4. Facilities needed.

   If the learner is directed to refer to printed material, a complete bibliography entry must be included here. In the case of AV media, give all pertinent data: title, producer, film size, tape or record speed, etc.

C. Evaluation

The evaluation of the project must be specific. Criteria should be arranged so that the student and teacher know the tolerances allowed. If for example, an object is to be cut in one foot lengths, a realistic tolerance of acceptability, E.G., $\pm$ 1/4 inch should be included. Specific information should be provided to allow the discrimination between acceptable and unacceptable work.

TEXT: Phelps, L. Allen and Lutz, Ronald. Career Exploration and Preparation for the Special Needs Learner, Allyn & Bacon, 1977.

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SUGGESTED JOURNALS AND OTHER PUBLICATIONS

American Journal of Mental Deficiency
American Journal of Psychology
American Vocational Association Journal
Bulletin of Orton Society (Learning Disabilities)
Digest of the Mentally Retarded
Education and Training of the Mentally Retarded
Exceptional Children
Learning
Psychology Today
The Education Digest
The Pointer (Mentally Retarded)
The Winnower (Handicapped)

INSTRUCTOR: Karen Otazo/Nancy Hartley
Vocational Special Needs
University of Northern Colorado
Greely, Colorado 80631

COURSE TITLE: Assessment/Remediation: Practice for Vocational Special Needs

COURSE DESCRIPTION: This course will cover diagnosis assessment/remediation of Secondary Vocational Special Needs Students. Course designed for practical usage for Vocational Teachers, Special Educators, and Support Personnel. Informal Assessment and Vocational evaluation systems will be included.

COURSE OBJECTIVES: Students will be able to:

1. Assess present levels of performance in the following areas:
   a. math and reading skills
   b. work aptitude
   c. work behavior
   d. daily living competencies
   e. motor skills
   f. following directions
   g. listening skills
2. Use selected standardized and informal testing instruments.
3. Become familiar with several commercial work sample vocational assessment systems.
4. Prepare an individualized vocational education plan.
5. Use the plan in work study training.
6. Assess short and long term goals and monitor plans.
7. Know how to conduct student and employer follow-up for program evaluation.
8. Use student assessment for placement and for skill training.

COURSE CLASS SCHEDULE: 9:30 - 4:00 June 11 - June 15

June 11 - Morning: Registration and Assessment defined
Afternoon: Learning styles and task analysis

June 12 - Morning: Informal and Formal Assessment
Class participation in some common tests.
Afternoon: Vocational Assessment

June 13 - Morning: Assessment related to the Educational Plan and the Training Plan
Afternoon: Field Trip to an Assessment and Training site.

June 14 - Morning: Monitoring the plan and setting class and individual goals.
Afternoon: Field Trip to an Assessment and Training site.

June 15 - Morning: Field trip to an Assessment and Training site.
Afternoon: Wrap-up. . .course products due.

CLASS ASSIGNMENTS AND REQUIREMENTS:

1. Attendance
2. Reaction papers to field trips and daily presentations.
3. Plan for Assessment to be used in conjunction with staffing and training plans in participant's home district.

INSTRUCTOR: Jack Kaufman
Division of Vocational Teacher Education
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Introduction to Special Needs Education
Voc Ed 443
1 Semester Credit

DESCRIPTION: An introduction to the history, background, and concept of special needs education.

INTRODUCTION: Students who are either preparing to teach in the area of vocational education, or who are upgrading their teaching skills in this area, frequently tend to think of vocational special needs education as simply another form of special education. Since this concept is most misleading and, carried to extremes, could be injurious to the vocational special needs efforts, a course designed to increase the student's awareness of special needs objectives should prove to be most beneficial. The main thrust of the course will be to compare the objectives of the vocational special needs program with the objectives of special education, vocational rehabilitation, mental health, and other helping services.

There is no prerequisite for this course.

INSTRUCTIONAL METHODOLOGY: Lecture/discussion.

GENERAL INSTRUCTIONAL OBJECTIVES: 1. To provide a general orientation and understanding of the character of vocational special needs program.

2. To review the history of vocational special needs legislation in an attempt to increase the student's awareness of vocational special needs objectives.

STUDENT OBJECTIVES AND/OR COMPETENCIES: 1. The student will be able to give a concise statement of the need for vocational special needs education as stated by the Panel of Consultants on Vocational Education in 1962.

2. The student will be able to identify federal legislation that has affected vocational education programs for the handicapped and disadvantaged.

3. The student will be able to identify state legislation that has affected vocational education programs for the handicapped and disadvantaged.

4. The student will develop a philosophy of vocational special needs education which lists the pros and cons of funding vocational education for handicapped and disadvantaged students.

COURSE SEQUENCE:

I. Introductory Overview
   A. Housekeeping chores
      1. Brief description of course content and assignments.
      2. Source of informational support material.
      3. How does vocational special needs differ from other social and educational programs?
II. History and Legislation of Vocational Special Needs.
   A. Report of the Panel of Consultants, 1962
   B. Vocational Education Act of 1963
   C. Vocational Education Amendments of 1976
   D. Education for All Handicapped Children Act of 1975: PL 94-142
III. Concepts and Definitions
   A. Revised Edition Suggested Utilization of Resources and Guide for Expenditures.
   B. Definition of "Handicapped"
   C. Definition of "Disadvantaged"
   D. Individual vs group--the vocational special needs concept.

BASIC REFERENCE: RESURGE: Revised Edition Suggested Utilization of Resources and Guide for Expenditures.

INSTRUCTOR: Jack Kaufman
Division of Vocational Teacher Education
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Identifying Special Needs Students
2 Semester Credits

DESCRIPTION: Emphasis on methods of assessment and evaluation.

INTRODUCTION: In order to provide services to the vocational needs population it is first necessary that members of the population be identified. This identification requires a very good understanding of the intent of the vocational education legislation which established vocational special needs programming. Emphasis is placed on identifying individuals who require vocational special needs services rather than identifying populations and environments which tend to produce students who require the services.

Proper identification of vocational special needs students requires a good grasp of the instruments and techniques available for assessing student interest, ability, and aspiration. In addition to the use of available instruments and techniques, the ability to make behavioral observations of students will be developed.

A course in educational test and measurements is highly desirable, but is not prerequisite to the present course in identifying vocational special needs students. Experience in test administration is also highly desirable but not a mandatory requisite.

INSTRUCTIONAL METHODOLOGY: Lecture/discussion with learner involvement through use and administration of available instruments and techniques.

GENERAL INSTRUCTIONAL OBJECTIVES: 1. To provide a general orientation and understanding of the character of vocational special needs programs.

2. To review the history of vocational special needs legislation in an attempt to increase the student's awareness of vocational special needs objectives.

3. To discuss some of the basic assumptions necessary for observations and tests in diagnosis and prognosis.

STUDENT OBJECTIVES AND/OR COMPETENCIES: 1. The student will be able to give a concise statement of the need for vocational special needs education as stated by the Panel of Consultants on Vocational Education in 1961.

2. The student will be able to identify the federal legislation that has affected vocational education programs for the handicapped and disadvantaged.

3. The student will be able to identify state legislation that has affected vocational education programs for the handicapped and disadvantaged.

4. The student will be able to classify vocational students as disadvantaged according to federal guidelines with 80% accuracy.

5. The student will be able to classify vocational students as handicapped according to the federal guidelines with 80% accuracy.

6. The student will correctly administer and profile two instruments for assessing vocational aptitude.

7. The student will correctly administer and profile two instruments for assessing vocational interest.

8. The student will correctly interpret a technique commonly used for assessing vocational aspiration.

COURSE SEQUENCE:

I. Introductory overview
   - A. Housekeeping chores
     1. Brief description of course content and assignments
     2. Source of informational support material
     3. Why study the history of vocational special needs?
     4. How does vocational special needs differ from other social and educational programs?

II. History and Legislation of Vocational Special Needs
   - A. Report of the panel of consultants, 1962
   - B. Vocational Education Act of 1963
   - C. Vocational Education Amendments of 1976
   - D. Education for all handicapped children act of 1975: PL 94-142

III. Concepts and Definitions
   - A. Revised Edition Suggested Utilization of Resources and Guide for Expenditures.
   - B. Definitions of "Handicapped"
   - C. Definitions of "Disadvantaged"
   - D. Individual vs. Group--the vocational special needs concept

IV. Areas of Assessment
   - A. Academic achievement
   - B. Vocational/occupational interests
   - C. Vocational/occupational aptitude
   - D. Vocational/occupational aspiration
   - E. Gross/fine dexterity

V. Methods of Assessment
   - A. Use of psychological tests; strengths and weaknesses
   - B. Use of interest inventories; strengths and weaknesses
   - C. Introduction to vocational evaluation and work adjustment

VI. Methods of Assessment
   - A. Norms: Fact and fallacy
   - B. Review of the "Halo" and the "Hawthorne" effect with implications for vocational special needs
   - C. Assessing student potential
   - D. Mid-term assessment

VII. Methods of Assessment (continued)
   - A. Behavioral observation techniques
   - B. Introduction to work sampling systems

VIII. The Staffing Conference
- A. Objectives
- B. Composition
- C. Strategies and Methods
- D. Legislative Requirements

IX. The Social Agency Network and Introduction to Prescriptive Programming
- A. Special Education Programs: Objectives and Target Population
- B. Vocational Rehabilitation Services: Objectives and Target Populations
- C. Vocational Programs: Objectives and Target Populations
- D. Sheltered Workshops: Objectives and Target Populations
- E. Elements of Perscriptive Programming

X. Final Course Examination and course rating

BASIC REFERENCE: RESURGE: Revised Edition Suggested Utilization of Resources and Guide for Expenditures.
: Functional Education for Disadvantaged Youth, Heath

SUPPLEMENTARY REFERENCES: Test manuals and audio-visual material pertaining to the particular tests and techniques studied will be provided for the student's use.

INSTRUCTOR: Jack Kaufman
Division of Vocational Teacher Education
College of Education
University of Idaho
(208) 885-6556

COURSE TITLE: Special Needs Communication Skills
Phase I - Awareness

INTRODUCTION: Phase I consists of five 150-minute sessions. The purpose of Phase I is to increase the students' awareness of problems associated with various handicapping conditions. As a result of the instruction of this phase students should be motivated to advocate for improved education and services for the handicapped population.

The philosophy underlying development of Phase I instruction is that persons who have experienced a handicapping condition, even if the condition is only simulated, are more empathetic and knowledgeable of the needs of handicapped individuals. In an effort to obtain maximim effectiveness of the instruction and activities, students are requested to participate wholeheartedly in activities of the phase.

It has been said that in order to understand the problems of another person, it is necessary to walk a mile in that person's moccasins. The major purpose of the instruction in Phase I is to offer students an opportunity to "walk the mile" in the moccasins of a handicapped student.

OBJECTIVES: 1. To increase students' awareness of the types and magnitude of problems associated with several representative handicapping conditions.

2. To improve the ability of students to advocate for education and service for the handicapped and/or disadvantaged population.

DESIGN OF THE COURSE: The phase consists of five sections. Each session consists of 150 minutes of teacher-student contact time. Each class session will begin with the "Disability of the day."

At the beginning of the class session a disability of the day will be announced, and two or more students will be randomly selected to assume a visual impairment, digital amputation, hearing impairment, ambulatory problems, and other similar disabilities.

As selected students are assuming the role and donning the paraphenalia to simulate the disability, a very brief presentation of some of the less obvious ramifications of the disability will be presented. Following this brief presentation a report of experiences and perceptions of the previous week's disability will be given to the class by the participants.

Each session will include a reading assignment. The reading assignment will consist primarily of excerpts from books, research

reports, and journal articles. Following the report of the prior week's disability of the day, questions regarding the reading assignment will be entertained. After questions on the reading assignment have been answered, a very short quiz over the reading assignment will be conducted. Following the quiz, the previous week's readings will be discussed with an eye toward developing a practical application for the material.

After the readings are discussed an introduction will be made to the activities of the session. These activities will generally be conducted in small group sessions consisting of two or three people. As stated before the purpose of activities is to allow the students to recognize the problems which must be overcome and the inconvenience caused by various handicapping conditions. The degree to which the activities achieve their purpose will depend a great deal upon the seriousness and depth of participation of the students. For this reason students are urged to recognize that the activities were designed to provide a genuine learning experience and are not to be treated lightly, but are to be looked upon as a genuine learning experience.

GRADING: Evaluation for Phase I will be based on the results of daily quizzes over the reading assignments and a written report of the perceptions regarding one of the handicapped simulations or one of the disabilities of the day. A format will be provided for the written report.

Unless unusual circumstances exist the written reports should be typed and should be between two to four pages in length. Reports will be evaluated on content and on correctness of grammar, sentence structure, and punctuation. Students may expect to have their papers graded and returned on the class session following submission. Grades of A may be achieved only through contracting.

TEXT AND READINGS: There is no textbook for Phase I of the course. Several readings have been developed and will be assigned. Students will be responsible for reading the assignment sheet and will be expected to have read and, with the exception of questions they might have, understood the material prior to the class meeting. In an effort to help stamp out the perpetuation of ignorance, students are asked to refrain from participating in discussion of the readings if they have not read and understood the previous assignment.

INSTRUCTOR: Jack Kaufman
Division of Vocational Teacher Education
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Special Needs Communication Skills
3 Semester Credits

INTRODUCTION: Purpose

The course entitled Special Needs Communication Skills was developed primarily for teachers of vocational special needs students. Although it was developed with these teachers in mind, it is also very appropriate for vocational teachers of regular vocational programs, as well as special and regular education teachers.

The concept of mainstreaming as established by P.L. 94-142 and P.L. 94-482, has placed an added dimension to the problem of providing services to handicapped and disadvantaged students. College of Education seniors are returning from their student teaching experiences in a near state of shock from the unexpected involvement with handicapped and disadvantaged students required of teachers in today's regular classrooms. It is with the aim of helping to alleviate the communication problems between mainstreamed students and their teachers that this course is presented.

Target Population

This course was designed under the direction of a vocational special needs teacher educator with input from a vocational special needs teacher. Additional input and consultation was obtained from regular school counselors, school psychologists, and classroom teachers. As a result of the eclectic input it is anticipated that the course will provide valuable skills to any educational service program. Nevertheless, the course was designed primarily for vocational special needs teachers. The second target population for whom the course was designed is regular vocational teachers with special needs students in their classes. Finally, if space and resources allow, it is felt that the course will provide valuable skills to all teachers.

COURSE OBJECTIVES:

1. To increase student's awareness of the types and magnitude of problems associated with several representative handicapping conditions.
2. To improve the ability of students to advocate for education and service for the handicapped and/or disadvantaged population.
3. To help students understand interpersonal communication.
4. To improve student's interpersonal communication skills.
5. To improve students' understanding of the importance of self and the concept of self in the educational process.
6. To provide students an introduction to techniques and activities designed to improve the self-concepts of their students.

DESIGN OF THE COURSE: The course consists of fifteen sessions. Each session consists of 150 minutes of teacher-student contact time. The class has been designed to be offered at the graduate (500) level. Students must have taken Vocational Education 444, Identification of Vocational Special Needs Students, or else obtain permission from the instructor prior to enrollment.

The course was primarily designed to meet the inservice training needs of vocational special needs teachers. Students who are enrolled, or are planning to enroll in a graduate level program leading to a master's degree, specialist's degree, or doctorate, should not automatically conclude that the course may be counted in a graduate program. This decision will rest with the student's graduate advisor or committee chairperson in every case. Students who are taking the course primarily for the benefit to their program should assure that the course appears on their program plan by number and title.

Since the course is an inservice training course, and since it is anticipated that most of the students will be employed teachers, every effort to reduce the amount of lecture and increase student participation has been made. A typical class might be expected to be presented in the following format:

1. Disability of the day (5 min.)
2. Discussion of the disability of the day (5 min.)
3. Report of previous disability of the day (10 min.)
4. Questions regarding the previous reading assignment (15 min.)
5. Quiz over reading assignment (15 min.)
6. Discussion of previous weeks readings (10 min.)
7. Introduction to activities (5-10 min.)
8. Activities and simulation (50 min.)
   BREAK
9. Activities (30 min.)
   BREAK
10. Summary and assignments (20 min.)

The major objectives of the course can be broken down into three broad categories of phases. The phases can best be described by the words "awareness", "communication", and "self-concept". Approximately the first one-third of the course will be dedicated to activities which will increase students' awareness of the problems of handicapping conditions. Simulation exercises have been identified which will provide perceptive students with an opportunity to become aware of the frustrations associated with specific handicapping condition.

The central portion of the course will be to increase the student's knowledge and ability in the area of interpersonal communications. Numerous activities designed to impress upon students the importance of feedback, verbal and non-verbal elements of communication will be presented.

During the final phase of the course students will get an opportunity to see how the previous elements can be used to improve self-concepts of their students.

The three major topics of the class are awareness, communications, and self-concept. Each represent very broad fields of study having wide representation in the total body of literature. Consequently, students will be asked to read representative studies and reports from the literature and will be urged to conduct independent readings pertaining to the three major areas of study.

This course has been designed to partially meet the certification standards for endorsement in vocational special needs as contained in the certification handbook published by the Idaho Department of Education.

GRADING: Student performance will be based on daily quizzes over the assignments, reports made on outside activities, and both subjective and objective examinations. Persons having questions or concerns with the grading system to be used are urged to contact the instructor at their earliest convenience.

TEXT AND READING: The textbooks for this course will be Understanding Interpersonal Communications by Weaver and Bridges Not Walls by Stewart. In addition to the text, readings from the literature will be passed out in an early session and assigned on an almost weekly basis. Students will be expected to read the readings carefully before the next session and have questions carefully framed at the beginning of the session.

INSTRUCTOR: Joe Yantes/David Kingsbury
Special Needs Work Experience Coordinator
Alexander Ramsey High School
Roseville, MN

COURSE TITLE: Interpersonal Tools and Techniques for Special Needs Students

COURSE DESCRIPTION: Understanding the special needs student and acquiring some approaches and skills that are effective in working with him or her.

COURSE OBJECTIVES:

1. To provide information about how and why some students become behavioral problems.
2. To provide a variety of techniques which have been successful in working with students with special needs.
3. To learn how to use some specific skills which are helpful in working with students with special needs.
4. To provide a variety of tools to help better understand self and others and the relationship of people to each other.

COURSE CONTENT:

1. Reality Therapy.
   a. Basic psychological needs.
   b. Failure identity.
   c. Success identify.
   d. Responsibility.
   e. An approach to discipline.
2. Transactional Analysis.
   a. Ego states.
   b. Psychopathology.
   c. Transactions.
   d. Life positions and beliefs.
   e. Feelings and emotions.
   f. Psychological games.
   g. Programming for life and self-fulfilling prophecy.
   h. How to take charge of self.
3. Teacher Effectiveness Training.
   a. Ownership of problems.
   b. Active listening.
   c. "I" messages.
   d. Solving conflict
4. Behavior Modification
   a. How people learn
   b. Reinforcement
   c. How to shape behavior
5. Crisis Intervention
   a. Basic approach
   b. The crisis interview
   c. Decision making and alternatives
   d. Community resources
6. Practical Applications of the Above Techniques
   a. Student-teacher relationships
   b. Curriculum

COURSE PLAN:

A. Each unit will include instructional presentations, brief readings, and practical work sheets.
B. Methods of Instruction
   1. Lecture and reaction
   2. Worksheets with personal relevance
   3. Role playing
   4. Practical application
C. Methods of Evaluation
   1. Quizzes and written tests
   2. Discussion contribution
   3. A term project involving the practical application of one or more of the techniques

INSTRUCTOR: Dave Kingsbury
Vocational Special Needs Program
Bemidji State University
133 Sanford Hall
Bemidji, MN

COURSE TITLE: Coordination Techniques in Vocational Education/Special Needs

COURSE PURPOSE: To acquaint students with Vocational Education for Special Needs students and train them in the methods of Cooperative Vocational Education.

COURSE OBJECTIVES AND AIMS: Following the course students will be able to:

1. Demonstrate a knowledge of Federal legislation, state rules and regulations, vocational programs and vocational advisory committees.
2. Describe the potential of parents and community as a resource for the Vocational Education of Special Needs students.
3. Demonstrate an understanding of terms and concepts used in Vocational Special Needs Cooperative Community based programs.
4. Distringuish between Vocational Education and Career Education.
5. Demonstrate and understand planning and administration skills for vocational community based programs.

COURSE CONTENT AND AGENDA:

1. Class 1 - Overview of Course
   a. Introductions
   b. Career Development
   c. Vocational Education
   d. Evaluation of Vocational Special Needs Programs
   e. Common Types of Work Experience
   f. Vocational Licensing
2. Class 2
   a. What is a Special Needs student?
   b. What is the role of a Work Experience Coordinator?
   c. Current Legislation
3. Class 3
   a. No class scheduled
4. Class 4
   a. No class scheduled
5. Class 5 - Program Management
   a. Planning
   b. Establishing Program Guidelines
   c. Program Goals
   d. Public Relations
   e. Student Selection Procedures
   f. Funding
6. Class 6 - Program Management
   a. Basic Forms
   b. Instructional Resources
   c. Labor Law

7. Class 7 - Midterm Quiz and Curriculum Management
   a. Seminar/Occupational Relations Class
   b. Learner Analysis
   c. Learner Prescription
   d. Instructional Materials
   e. Establishing Curriculum
8. Class 8 - Work Station Management
   a. Placing students on the job
   b. Prioritizing coordination activities
   c. Steps needed in placement
   d. Work adjustment model
   e. Maintaining good relations with employer
   f. Developing an occupational training plan
9. Class 9 - Evaluation
   a. Training-Site Evaluation
   b. Conducting Learner Follow-up Survey
   c. Job Evaluation Forms
   d. Parents Evaluation
   e. Simulations
10. Class 10 - Presentations of Projects
11. Class 11
   a. Finish presentations
   b. Final Test

MAJOR CLASS PROJECTS FOR PRESENTATION: Select from list below or devise your own:

1. Outline an evaluation procedure for your program.
2. Establish a student "Social-Vocational" Club for your program.
3. Develop an occupational training plan for training agreement for your program.
4. Develop a coordinator's "Quick Guide" to state and federal labor regulations that are pertinent to a WE program.
5. Develop materials and procedures to promote good public relations with: fellow teachers, school administrators, parents and business community.
6. Develop the plans and materials necessary for organizing an advisory board for your program.
7. Preparing a report on the different methods that can be used in the classroom to develop self awareness, Reality Therapy, Contingency Contract, Teacher Effectiveness Training, Crisis Intervention, etc.
8. Plan you program of work for the year.
9. Establish a school and community resource guide.

GRADUATE ASSIGNMENT: Each class participant taking this course for graduate credit will be required to complete a short graduate level paper or project on a topic agreed upon by the student and instructor.

INSTRUCTOR: Dave Kingsbury
Bemidji State University
Bemidji, Minnesota

COURSE TITLE: Curriculum Development and Modification for Vocational Special Needs

COURSE OBJECTIVES AND AIMS:

1. Demonstrate a knowledge of Legislation, regarding students with special needs.
2. Translate statements describing physical and sensory limitations into statements about instructional strategies.
3. Describe and evaluate several instructional teaching and learning styles that are used to design and implement curriculum for students with special needs.
4. Select instructional materials in terms of student performance levels.
5. Develop instructional materials to meet varied instructional needs.
6. Describe and evaluate a curriculum development system which can be used for students developing entry level vocational skills.
7. Become familiar with presently designed curriculum in the field.

INTRODUCTION AND ORIENTATION:

1. Simulation exercises
2. Instructional process in vocational education
3. Post test

CONTENT AREAS TO BE COVERED:

1. Developing vocational content areas (what is vocational versus pre-vocational instruction)
2. Processes of Vocational Training
   a. Career content analysis
   b. Cluster analysis
3. Organizing employee information, job requirements and skill requirements
4. Student assessment and design of assessment techniques, learner style analysis
5. Design of instructional modules
   a. Individualized instruction
   b. Curriculum analysis
   c. Curriculum design
   d. Curriculum management
6. Curriculum implementation
   a. Modifying learner environment
   b. Lerner analysis and prescription
   c. Contingency contracting
7. Work adjustment
   a. Related to vocational instruction

8. Process and product evaluation
   a. Process formats
   b. Product evaluation systems

MAJOR CLASS PROJECTS:

1. Complete instructional package on "How to Make an Instructional Package." Pass post-test.
2. Based on the information gained in the instructional package, design one LAP substituting 2 or more major learning styles for the term Learning Path on Page 5 in the learning package.
3. Make sufficient copies for members of the class and demonstrate your instructional package in a class presentation.
4. Read, review, and do curriculum analysis for at least four major curriculum guides or resources found in the Special Needs Resource Center.
5. Graduate assignment: Review two more curriculum guides, or read and review a book of your choice negotiated with instructor, or write a reaction paper on some topic contained in the course.

REVIEW SHEET FORMAT:

1. Title of Curriculum Resources
2. Author
3. Source
4. Readability of materials where appropriate
5. Outline of Content
6. Reaction to content
7. Usability of material
8. Summary

INSTRUCTOR: Ronald J. Lutz--1977
Professor, Dept. of Industrial Educ.& Technology
Central Michigan University
Mount Pleasant, MI 48858

COURSE TITLE AND DESCRIPTION: Vocational Education/Special Education; Exposure to all aspects of vocational and practical arts programs for special needs learners. For vocational, practical arts, and special education teachers.

COURSE OVERVIEW: This course is designed as a study of instructional practices and techniques for optimizing the efficiency of large group, small group, and individualized instruction in practical arts/vocational education classroom and laboratory. Emphasis is placed on developing a practical application of learning theory delivery systems, and various teaching strategies, and by utilizing case studies involving students with special needs in practicing arts and vocational programs. In this respect, this course is intended to enhance the teachers' understanding of the roles of the practical arts/vocational, and special education teacher in the classrooms as reflected by the teachers ability to communicate ideas through speaking, writing, and performing basic responsibilities. More specifically, it is the intent of the course for students to achieve the following course goals and performance objectives.

COURSE GOALS: A. Understand the current philosophies, procedures, and practices which are utilized by vocational and practical arts personnel with special needs learners.
B. Explain the career awareness, exploration, selection preparation, and placement phases and their relationship to practical arts and vocational education.
C. Describe the present and expected employment opportunities, related occupational information, and working conditions, in the occupational areas represented in their practical arts and vocational programs.
D. Demonstrate competence in teaching others about their area of expertise.
E. Prepare a practical arts/vocational education handbook for cooperatively working with other teachers in the delivery of services for the special needs learner.

PERFORMANCE OBJECTIVES: Given the necessary reference materials and/or personal experience the student will:

A. Organization and Planning
   1. Indicate an understanding of the vocational funding procedures related to ones own occupational and teaching area and/or anticipated position. Successful completion will be determined by a written explanation of present utilization and future potential.
   2. Describe the acquisition and utilization of supportive personnel in vocational/practical arts education. Successful completion will be determined by a written job

description of paid personnel such as para-professionals as well as volunteers.

3. Specify the general criteria necessary for vocational authorization and the specific requirements for one's own certification. Successful completion will be determined by a written explanation consistent with current guidelines.
4. Prepare or display an acceptable set of program goals and performance objectives for each vocational/practical arts area that you are teaching. Satisfactory completion will be judged by the correctness and completeness of the set.

B. Teaching Roles in Career Education

1. Explain their role as vocational/practical arts, and/or special education personnel in the students career awareness. Successful completion will be determined by the completeness of a written explanation and should be consistent with current models.
2. Explain their role as vocational, practical arts, and/or special education personnel in career exploration. Successful completion will be determined by the completeness of a written explanation and should be consistent with current models.
3. Explain their role as vocational, practical arts, and/or special education personnel in career preparation. Successful completion will be determined by the completeness of a written explanation and should be consistent with current models.

C. Relating Instruction To Employment

1. Describe a system for improving vocational programs to include the utilization of advisory committees, task analysis techniques, employment data, curriculum development, etc. Satisfactory completion will be determined by the accuracy and completeness of a written explanation.
2. Prepare a representative career ladder of entry-occupations within each area of a vocational program. Satisfactory completion will be determined by the accuracy and completeness of a written explanation.
3. Contrast working conditions within various occupational areas to include salaries, fringe benefits, dress, grooming, safety aspects, etc. Satisfactory completion will be determined by the accuracy and completeness of a written explanation.

D. Sharing Occupational Expertise

Prepare your classmates with a thorough and lasting underderstanding of the rationale, goals, objectives, etc. of your position. Satisfactory completion will be determined by your classmates' ability to respond accurately to situations involving your teaching responsibilities.

E. Summarizing Occupational Materials

Collect from your classmates handouts, references, teaching ideas with regard to understanding and cooperatively

teaching vocational education for special needs learners. Successful completion will be determined by the organization, accuracy, and completeness of your notebook.

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INSTRUCTOR: Ronald J. Lutz 1977
Professor
Dept. of Industrial Educ.& Technology
Central Michigan University
Mount Pleasant, MI 48858

COURSE TITLE AND DESCRIPTION: Vocational Special Education. Supervised involvement of Practical Arts Vocational and Special Education teachers in various Career Awareness, Career Exploration, and Career Preparation Programs with Special Needs Learners.

COURSE OVERVIEW: Teachers that work effectively with special needs students have a clear understanding of the many supportive agencies and organizations that provide opportunities for the special needs learner. This course is designed to provide actual experiences in a variety of facilities that prepare Special Needs learners for occupations. These experiences will include Career Awareness, Career Exploration, Career Selection, Career Preparation and placement programs in the public school system, State supported agencies, and private organization. The review of available literature, program brochures, and carefully organized notes will be utilized in the preparation of a file paper to be approved by both the Vocational and Special Education Departments.

COURSE GOALS: Students will:

A. Observe special needs learners in a variety of learning environments.
B. Prepare a written report that outlines a continuum of services available to special needs learners.

PERFORMANCE OBJECTIVES: Given the necessary reference materials and appropriate facilities, the student will:

A. Visitation and Observation
    1. Visit at least two Career Awareness Programs that involve special needs learners.
    2. Observe special needs learners in at least three Career Exploration Programs.
    3. Visit at least four programs that involve special needs learners in career preparation activities.
    4. Participate in at least two institutions or agencies outside the public school system that provide occupational education for special needs learners.
B. Document Experiences
    1. Prepare examples of Career Awareness, Career Exploration, Career Selection, Career Preparation and Placement Activities that are utilized in the public school system with special needs learners who are mainstreamed.
    2. Describe examples of occupational education opportunities for special needs learners provided by institutions and agencies outside the public school system.

3. Review the available literature and local handouts that clarify assessment, instruction, and evaluation procedures for special needs learners.
4. Organize a final report that summarizes and clearly describes a continuum of services and specific activities for special needs learners in career Education.

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INSTRUCTOR: Ronald J. Lutz
Professor, Dept. of Industrial Educ.& Tech.
Central Michigan University
Mount Pleasant, MI 48858

COURSE TITLE AND DESCRIPTION: Curriculum Development: Vocational Education/Special Education. Development of Curriculum resource materials for teaching students with special needs in Vocational Education. A system enhancing the cooperative involvement of teachers will be implemented.

COURSE OVERVIEW: This course is designed to bring together all available curriculum resource materials for analysis and modification by a team of practical arts, vocational education, special education, and other personnel who work with special needs learners within a local school program. The team approach is utilized in developing a mutually understandable and practical system for assessing learner strengths and weaknesses, preparing instructional materials, and conducting evaluation for individuals with special needs. This system will be implemented and modified if necessary, so each team member contributes visably to the progress of each special needs learner. It is the intent of this course for students to achieve the following course goals and performance objectives.

COURSE GOALS: Students will:

A. Establish and identify themselves as team members working with students with special needs in vocational education.
B. Access, analyze, and recommend parts of existing curriculum materials for utilization.
C. Create a mutually acceptable curriculum design for the instructional team to implement with special needs students in vocational education.
D. Implement the curriculum development system and recommend modifications if necessary.
E. Provide evidence that the curriculum development system is effective with individual student's progress.

PERFORMANCE OBJECTIVES: Given the necessary reference materials and/or personal experience the student will:

A. Team Organization
    1. Acquaint other team members of contribution that each person makes available to special needs learners.
    2. Prepare information for a directory of special needs services for each person's area.
    3. Identify times and locations for routine planning periods.
B. Review Existing Materials
    1. Research the available curriculum materials in your occupational teaching area and provide summaries to classmates.
    2. Describe the positive and negative characteristics of each source and recommend the most applicable features for adoption.

C. Create a Local System
   1. List the criteria for an appropriate curriculum format and compare with the existing curriculum materials.
   2. Select, modify, and/or develop the details of an acceptable curriculum format and prepare a final draft.

D. Implement
   1. Transpose existing curriculum materials into the unified system.
   2. Apply the curriculum to individual students.
   3. Recommend changes to the team for improvement in the system.

E. Follow-Up; Prepare examples of the process working effectively over a long period of time.

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INSTRUCTOR: Ronald J. Lutz, 1977
Professor
Dept. of Industrial Educ.& Technology
Central Michigan University
Mount Pleasant, MI 48858

COURSE TITLE AND DESCRIPTION: Internship: Vocational and Special Education. Supervised participation by practical arts/vocational education and special education teachers in cooperatively assessing, teaching and evaluating students with special needs in public and private institutions. Prerequisites: VED 690; SPE 626; VED 692 or SPE 692 and permission of the instructor.

COURSE OVERVIEW: This course is designed to provide students with directed field experiences in practical arts/vocational and special education settings with special needs learners. These field experiences utilize the assessment, teaching, and evaluation procedures developed during the seminars and curriculum development courses for students with special needs. The internship is intended to improve the educational opportunities for special needs learners as teachers intensify teacher-learner relationships, prepare effective learning activities, develop close cooperative teacher to teacher relationships, utilize curriculum innovations, utilize instructional support personnel and apply efficient classroom-laboratory management techniques.

COURSE GOALS:

A. Participate as a teacher with special needs learners in a career education program. Depending upon the certification and competencies of the teacher, the internship focuses upon career awareness, career exploration, and/or career preparation programs in practical arts, vocational education, and/or special education.
B. Prepare a file paper generated from the prerequisite seminars, curriculum development and practicum courses which reflects the direct application of sound educational philosophy and practices for special needs learners in practical arts/vocational education and special education programs.

PERFORMANCE OBJECTIVES: Given the appropriate reference materials and facilities, the student will:

A. Teaching Special Needs Learners
    1. Arrange for and accept the responsibility for teaching special needs learners in a career education program.
    2. Identify special needs students and prepare an assessment of each student's occupational potential based upon interests and abilities.
    3. Utilize curriculum and teaching materials to be used cooperatively with other teachers.
    4. Implement short term and long term evaluation procedures that use a team approach.
    5. Utilize a network of personnel available to provide services for the special needs learner in practical arts/vocational and special education.

B. Complete a File Paper

1. Develop a rationale and purpose for the program to be described.
2. Utilize available literature to establish a broad educational background.
3. Describe the specific career education program and the special needs students that were involved in the internship.
4. Prepare a description of the cooperative professional relationships that are established that positively effect the success of special needs learners.
5. Prepare a series of case studies that reflect learner assessment, instruction, and evaluation.
6. Develop a summary and a series of recommendations.
7. Provide an extensive bibliography of instructional materials and resources as well as the literature available for special needs learners in your field of career education.

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INSTRUCTOR: Gary D. Meers
Director, Special Needs
300 West Nebraska Hall
University of Nebraska
Lincoln, Nebraska 69588

COURSE TITLE: Introduction to Special Vocational Needs

COURSE DESCRIPTION: Introduction to Special Vocational Needs is designed for prospective teachers who are preparing to work with disadvantaged and/or handicapped students.

In addition, it is appropriate for those persons interested in gaining a better understanding of individuals, their needs, differences, etc.

Major emphasis will be placed on assisting class participants in recognizing: 1) who the disadvantaged and handicapped students are; 2) legal implications of education for the handicapped and disadvantaged student; 3) how to determine their special needs, interests, and abilities; 4) what can be done to better meet the individual needs of these students while they are still in school; and 5) social and cultural dimensions of education; and 6) the significant training of the handicapped.

The course is designed to acquaint the student with agencies who are serving the disadvantaged and handicapped individuals. The purpose is twofold. First to allow the student to study the philosophies and strategies used by the agencies when serving their clientele in a vocational or academic setting, and secondly to determine if progress can become a reality when special need individuals are given the opportunity.

Consideration will be given to those characteristics of disadvantaged and handicapped students as set forth in federal legislation. Time will be spent discussing funding of Special Needs programs, teacher certification, and school district responsibilities.

COURSE OBJECTIVES: More specifically, the course is designed to help the teacher or prospective teacher to:

A. Assess our attitude toward disadvantaged and handicapped students.
B. Differentiate between Special Vocational Needs Programs and other special education programs in Nebraska public education.
C. Develop the attitude that the school's responsibility is to all youth.
D. Establish or clarify a philosophy of vocational education and its place in public education.
E. Identify characteristics of disadvantaged students.
F. Identify characteristics of handicapped students.

TEACHING LEARNING ACTIVITIES FOR THE COURSE:

A. Lectures
B. Large group-small group discussions
C. Assigned readings and reports
D. Resource speakers
E. Utilization of applicable media

COURSE OUTLINE: The following five topics will definitely be covered by the class; in addition, listed below are some possible topics for consideration.

1. Introduction and orientation to the course, grading procedures, project requirements, etc.
2. Orientation to vocational education
3. Brief introduction to the structure of vocational education in Nebraska and the relationship of Special Vocational Needs to this organizational structure.
4. Definition and explanation of terminology.
5. Reimbursement procedures and policies for Special Vocational Needs programs.
6. Identification of problems, concerns or issues of class members related to disadvantaged.

Additional Topics:
How can we identify students who are disadvantaged and/or handicapped?
How can we motivate the unmotivated student?
What resources are available in the local community?
How can we determine the needs and interests of each students?
How can we assess the abilities of each student?
Where can we get materials for disadvantaged students?
How can I as a teacher be better able to understand and relate to the disadvantaged or handicapped child?
How can we effect better coordination between teachers of various grade levels and subject matter areas?
Relating the curriculum to a student's experiences and abilities?
How can we implement a follow-up system for our high school graduates?
How can we inform administrators, other teachers, parents, and the community about the need to help disadvantaged and handicapped students?

REFERENCES:

A. No required text, though a wide range of reading material is available.
B. A proposed reading list is included at the end of the syllabus.

REFERENCE LIST:

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INSTRUCTOR: Gary D. Meers
Director, Special Needs
300 West Nebraska Hall
University of Nebraska
Lincoln, Nebraska 69588

COURSE TITLE: Development and Implementation of Special Vocational Needs Programs

COURSE DESCRIPTION: Careful planning and development are necessary for the successful implementation of any program. When the program deals with youth having special needs, a concentrated effort must be made in all three areas: planning, development, and implementation in order to insure individual success.

Teachers must make modifications and provide for alternatives or options if they are to meet individual needs of their students. The entire course will focus on planning and developing all types of curriculum materials for students that are not able to succeed in a "regular" classroom setting.

COURSE OBJECTIVES: The specific objectives for this course will be developed each time the course is offered. They will be based on the needs and interests of those enrolled in the course at that time. However, it is possible to establish some overall objectives. In general, class members will:

A. Define the concept "program planning" as it applies to special vocational needs.
B. Identify the essential components of a program for students with special vocational needs.
C. Develop a course outline in their teaching field for students with special vocational needs.
D. Identify instructional objectives for their teaching field which are appropriate for students with special vocational needs.
E. Identify learning activities appropriate for students with special vocational needs.
F. Review the state guidelines for special vocational needs.
G. Develop audiovisual materials suitable for students with special vocational needs.
H. Develop individualized learning packages suitable for students with special vocational needs.
I. Examine learning styles characteristic of disadvantaged or handicapped students.

TEACHING-LEARNING ACTIVITIES FOR THE COURSE:

A. Lectures
B. Large groups - small group discussions
C. Assigned readings and reports
D. Resource speakers
E. Utilization of applicable media

COURSE OUTLINE: It is extremely difficult to outline precisely what will be covered since the instructor makes every effort to individualize as much as possible in order to meet the needs of the class as a group and the individual within the group. Although this teaching procedure is "easier said than done," the basic philosophy will be adhered to as closely as possible.

The following is a list of topics which will be covered by the class:

A. Introduction and orientation to the course, grading procedures, project requirement, etc.
B. Review session on identifying the disadvantaged and handicapped.
C. Tools of program development for students with special needs.
D. Approaches for organizing subject matter.
E. Developing course outline
F. Developing resource units
G. Developing lesson plans
H. Identifying styles of learning
I. Constructing behaviorally oriented objectives
J. Identifying systems for individualizing instruction
K. Task analysis inventory techniques
L. Developing learning activity packets
M. Identifying sources of curriculum materials suitable for students with special needs
N. Using audiovisual materials and equipment

Some in-class time will be devoted to individual projects. Sufficient time will be allowed for independent work, also. All out-of-class activities should be directed toward developing curriculum materials which will be used by class participants.

REFERENCES:

A. No required text, though a wide range of reading material will be available to you in my office.
B. A proposed reading list is included at the end of the syllabus.

REFERENCE LIST:

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Pollack, Erwin and Julius Menacker. Spanish Speaking Students and Guidance. Boston, Massachusetts: Houghton Mifflin.
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COURSE INSTRUCTOR: Gary D. Meers
Vocational-Technical Education
Special Vocational Needs
University of Nebraska
Lincoln, Nebraska

COURSE TITLE: Special Vocational Needs in Career Education

INTRODUCTORY STATEMENT: What is career education? Since this concept was introduced by Dr. Sidney Marland in the early 70's much discussion, research, and writing has been done in an attempt to provide an answer to the aforementioned question. Throughout this course, time will be spent on exploring, developing, and synthesizing your own definition of career education.

From your own frame of reference you can decide on how you chose to do what you are doing, how well you like your position, and what are your future occupational plans.

When working with disadvantaged and handicapped youth, the task of providing career information from which a realistic and attainable choice can be made is large and life directing. As teachers in this field, you need to have all the information, procedures, and resources available to share in this important decision.

COURSE OBJECTIVES: The specific objectives for this course will be developed each time the course is offered. They will be based on the needs and interests of those enrolled in the course at that time. However, it is possible to establish some overall objectives. In general, class members will:

A. Define the concept "Career Education."
B. Apply the Career Education concept to the needs of disadvantaged and handicapped youth.
C. Identify the essential components of a Career Education program.
D. Review the state guidelines for special vocational needs.
E. Develop a strategy for presenting Career Education information to disadvantaged and handicapped youth.

TEACHING-LEARNING ACTIVITIES FOR THE COURSE:

A. Lectures.
B. Large and small group discussions.
C. Assigned readings and reports.
D. Resource speakers.
E. Utilization of applicable media.

COURSE OUTLINE: It is extremely difficult to outline precisely what will be covered since the instructor makes every effort to individualize as much as possible in order to meet the needs of a class as a group and the individuals within the group. Although this teaching procedure is "easier said than done," the basic philosophy will be adhered to as closely as possible.

The following is a list of topics which will be covered by the class:

A. Introduction and orientation to the course, grading procedures, project requirement, etc.

B. Review session on identifying the disadvantaged and handicapped.
C. Definition of terms.
D. Approaches for implementing career education programs.
E. Exploring commercial sources of career education material.
F. Theories of occupational or vocational choice.

Some in-class time will be devoted to individual projects. Sufficient time will be allowed for independent work. All out-of-class activities should be directed toward developing career education resource materials.

COURSE TEXT: No required text.

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Wysong, Eugene. Career Education Program, (Vol. III). New York: Houghton Mifflin, 1973.

INSTRUCTOR: Linda H. Parrish
Interdisciplinary Education
Harrington 719
Texas A&M University

COURSE TITLE: Vocational Education for the Special Needs Student (3 cr.)

COURSE DESCRIPTION: Identification, assessment, and instructional development strategies for handicapped and disadvantaged students in vocational and practical arts education.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Identify and describe various special needs learners.
2. Identify and describe the basic elements of vocational programs.
3. Develop and implement strategies for cooperative planning between vocational and special education personnel in various school settings.
4. Assess the specific educational needs and performance levels of special needs learners.
5. Locate various school, business, community, and governmental agency resources critical to vocational education programming for special needs learners.
6. Develop an individual education plan for a special needs learner(s) enrolled in a vocational education program.
7. Have a basic knowledge of legislation affecting the education and employment of special needs students.

COURSE ASSIGNMENTS:

1. Participation in class work will be through class discussion, and individual and group discussion and oral and written reports. Assignments will be made in class prior to expected delivery of reports.
2. Each student will prepare an article/book report. This should be a critique of the article/book and deal with the student's reactions to the author's message.
3. Each student will participate in a semester project to be presented at the end of the semester. (See semester project handout.)
4. Final exam.

COURSE CALENDAR:

Session 1:
Introduction
Course requirements
Overview
Reading assignment - A Review of Vocational Education for the Handicapped

Session 2:
Review readings: Dahl, Chapter 1
Characteristics and Learning Styles
Handicapping Simulations Activity and Assignment

Session 3:
Vocational Assessment
Dahl, Chapter 4

Session 4:
- Laws Affecting the Education of the Handicapped
- In-class module assignment

Session 5:
- Individual Education Plans
- In-class assignment, group IEP Programming session

Session 6:
- Task analysis
- Instructional Techniques of Marc Gold
- In-class task analysis assignment

Session 7:
- Determining readability levels
- Bring a copy of a text/other reading material that your students use in class.

Session 8:
- Program Alternatives:
  - VEH
  - CVAE
  - Least Restrictive Environment
  - Regular Vocational Class
- Assignment - debate

Session 9:
- Attitudes: Dahl, Chapter 2

Session 10:
- Behavior Management Technique

Session 11:
- Occupational Placement and Employment Barriers
- Dahl, Chapters 6 & 7

Session 12:
- Evaluation of Programs
- Dahl, Chapter 8

Session 13:
- Presentations

Session 14:
- Presentations and Review for Final

Session 15:
- Final

COURSE PRETEST/POSTTEST:

1. The USOE has identified eleven (11) handicapping conditions for classification purposes. Name as many of them as you can.
2. Recent laws pertaining to vocational education of handicapped include...
3. Career preparation for the handicapped is best accomplished through what programs and activities?
4. What school districts, states, or persons do you associate with outstanding curricula in the area of career/vocational education for the handicapped?
5. List six (6) vocational program (subject-matter) areas.
6. What is the function of a special education ARD committee and who serves on it?
7. What documents should one consult for policies and regulations concerning:
   (a) Vocational Education in Texas?
   (b) Special Education in Texas?
   (c) Rehabilitation in Texas?
8. What is an IEP?
   Who develops IEP's?
   What content must IEP's contain?
9. What instructional services and programs are available from special education?
10. Explain the concept of task analysis.
11. Specify as explicitly as possible some items (topics, issues, concepts, etc.) that you would like to have addressed in this course.

SEMESTER PROJECT: Throughout the term, each class member is to assist in the development of at least one project. Each student should undertake a project which is substantial (major) in scope and will result in a report or product. The project should address a specific problem associated with vocational education programming for special needs learners within a local school district. Topics to be considered for semester projects are to be outlined on the attached Semester Project Prospectus form.

An approvable project should meet the following criteria:

- Address a problem or need directly associated with improving or expanding vocational education programming for special needs learners.
- The problem or perceived need should be commonly recognized by officials of a local school district, or post secondary school.
- The proposed project should culminate in a service, information, or product not presently available which will directly aid in resolving the problem or perceived need.
- Be approved by the course instructor within the first three (3) weeks of the term.
- Be of value to members of the class as well as other persons involved in vocational education programming for special needs learners.

The following are several "suggested" topics for projects. Other topics may be considered if they meet the criteria described above.

1. Revise an existing vocational education curriculum to include basic information (e.g. technical vocabulary, vocational math concepts, etc.) and teaching strategies appropriate for special needs learners.

2. Conduct a needs assessment survey to determine the nature and extent of inservice training needed to accommodate special needs learners in a local vocational educational program.
3. Design and conduct an evaluation of an operating vocational education-special needs program.
4. Prepare and test a set of instructional materials for teaching special needs learners specific vocational concepts or skills.
5. Develop and test a model or system for supplementing major vocational education curriculum packages (e.g. VTECS Catalogs, IACP manuals, etc.) with information essential for using the materials with special needs learners.
6. Develop assessment instruments and procedures for use with special needs learners in vocational education programs.
7. Conduct and evaluate a local staff inservice program for personnel involved in vocational education for special needs learners.
8. Develop a set of guidelines for recruitment, admission, and identification of special needs learners.
9. Prepare a resource/reference guide describing available vocational curriculum materials for use with special needs learners.
10. Prepare a resource/reference guide describing exemplary local vocational programs for special needs learners.
11. Prepare a resource/reference guide describing available vocational instructional materials for special needs learners.
12. Prepare a resource/reference guide describing available vocational assessment instruments/batteries which can be used with special needs learners.
13. Prepare a resource/reference guide describing available inservice teacher education materials which are focused on vocational and special needs learners.
14. Prepare a resource/reference guide describing available preservice teacher education materials which are focused on vocational education and special needs learners.
15. Compile a resource directory listing all pertinent data for selected agencies and organizations in Texas which can provide resources (human, material, and financial) for supporting special needs learners in vocational education programs.
16. Conduct an evaluation of a vocational education facility to determine the extent of its accessibility.
17. Develop a set of administrative guidelines for operation of a vocational education-special needs program.

CRITIQUES OF ASSIGNED READINGS: A critique is a critical estimate of a work in comparison with accepted standards. Experience in making critiques of the works of authors is helpful for one or more of the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content to his particular course interest, and concerns.

4. The written critique helps the student develop the art of effective communication.

GUIDES TO WRITING CRITIQUES

A written critique includes a minimum of four basic essentials: (1) Identification of the material read; (2) An abstract of the major ideas, points of view, and contention of the author; (3) Critical evaluation of these central ideas, contentions, and points of view; and, (4) An analysis of the implications of the content read to the particular course, study, or field of interest.

The first things to look for in an identified reading are the major ideas and contentions of the author. Try to determine the author's justification for his contentions. Review the supporting data presented. Examine the logic supporting the author's conclusions. Seek out similarities and differences between what is being propounded by the writer and those held by other writers in the field.

In summary - What is the gist of contents of the article, pamphlet, or book? Can it be stated in a few paragraphs? What does it mean? What are the implications?

A SUGGESTED OUTLINE

I. Author - Title - Source
   Use acceptable bibliographical form.
II. Abstract of major ideas - Simple ideas
III. Critical evaluation of major idea (very important)
   - Degree of relationship of conclusions to supporting evidence.

INSTRUCTOR: L. Allen Phelps
Leadership Training Institute/
Vocational and Special Education
32 Education Building
University of Illinois
Urbana, Il. 61801

COURSE TITLE: Vocational Education for Special Needs Learners

COURSE DESCRIPTION: An overview of contemporary legislation, program models; assessment and instructional practices pertaining to special needs learners in vocational education at the secondary and post-secondary level.

COURSE OBJECTIVES: This course is designed to encompass a series of topics that are critical to the delivery of vocational instruction to special needs populations. Upon completion of the course it is expected that students will be able to:

1. Identify and describe the educational characteristics of special needs populations, including students identified as handicapped, disadvantaged, gifted and talented, limited English proficiency, and offenders.
2. Describe the major legislative provisions affecting the delivery of vocational education to special needs populations.
3. Evaluate the major professional trends, issues, and implications for vacational education programming for special needs populations.
4. Compare and contrast various vocational programming models (e.g., special classes, special schools, and regular classes) for special needs populations.
5. Develop and evaluate an individualized career development and employability plan for a special needs learner.
6. Identify and select appropriate community, school, governmental agency, occupational and professional resources.
7. Select and use appropriate instructional methods, procedures, and materials.
8. Describe and use appropriate strategies for assessing the vocational needs and progress of special needs learners.

COURSE SESSION OUTLINE:

Session 1: Overview of the course; professional development needs assessment; preparing the Instructional Development Project Prospectus; special needs orientation scale.

Session 2: Review of pertinent Federal legislation and ISBE guidelines; related professional and social issues-equal access, non-discrimination, educational appropriateness, least restrictive environment, cooperation and collaboration, employability development.

Session 3: Characteristics of special needs population: handicapped, gifted and talented.

Session 4: Characteristics of special needs populations: disadvantaged, limited English proficiency.

Session 5: Individual career development and employability plans and processes.
Session 6: Learner identification and analysis procedures.
Session 7: Cluster, job and task analysis procedures.
Session 8: School, community and professional resources.
Session 9: Individualized instructional strategies.
Session 10: Individualized instructional materials: resources, selection, revision, development.
Session 11: Exemplary program models: high schools, junior high schools.
Session 12: Exemplary program models: area vocational centers, community colleges, special schools.
Session 13: Strategies for staff development and staff cooperation.
Session 14 & 15: Presentation of special needs instructional development projects.
Session 16: IEP exchange.

INSTRUCTIONAL DEVELOPMENT PROJECT: Each student will undertake an instructional development project. The purpose of the project is to provide you with an opportunity to develop whatever material or information you feel is essential for improving your ability or capacity to serve special needs learners in vocational education. The instructional development project is the primary vehicle for translating the knowledge gained from the course into a product that is useful to you, as well as other professionals in the field.

The following is a lest of potential projects:

- Develop and disseminate a community resource directory describing the services and resources available to support special needs students enrolled in vocational education programs.
- Revise an existing vocational curriculum so that it contains instructional information useful for special needs students (e.g., vocabulary lists, math concepts, etc.).
- Develop and try out a series of work samples that can be used to assess the interests and performance levels of special needs students in a vocational program.
- Develop a handbook for identification of special needs students in your program or school district.
- Organize and conduct a meeting of a special advisory committee to look at program effectiveness relative to special needs students.
- Develop a handbook with tips for teaching special needs students in a particular vocational program area.
- Plan and conduct an inservice needs assessment survey for a building, school district, or area vocational center.
- Plan and conduct an evaluation of a vocational education program serving special needs students.
- Develop and disseminate a directory of school resources that are available to support special needs students.
- Prepare an annotated bibliography on instructional materials for one or more vocational program areas.

- Develop a diagnostic test (s) that can be used to place students in appropriate vocational programs and plan appropriate instructional experiences.
- Develop or modify a set of instructional materials to be used in teaching special needs students a critical concept, attitude, or set of job skills.
- Other instructional development projects that are consistent with your interests and needs as they relate to special needs learners.

PROJECT SELECTION: Several factors need to be considered in selecting the project.

1. The project should result in a product (e.g., teacher's handbook, curriculum guide, resource directory, etc.), or a written report (e.g., inservice needs assessment report or a program or evaluation report).
2. The product or report should be useful to other teachers, counselors, or administrators in addithon to yourself.
3. The sharing and distribution of information and materials related to special needs students with other professionals in the field of vocational education has become increasingly important. As part of your project, you are asked to develop a plan for disseminating the report or product ot the approprite audiences.
4. The project objectives and procedures are to be outlined in the Instructional Development Project Prospectus, and approved by the instructor before it is initiated.
5. Students may choose to work in teams of two on an instructional development project. However, the nature and scope of the project must be appropriately justified.

IEP DEVELOPMENT: The Individualized Education Program (IEP) provision of P.L. 94-142 is having a tremendous effect upon vocational instruction of special needs students. Much of the information presented in the course will relate either directly or indirectly to writing, implementing or evaluating IEPs.

In order to refine your skills in this process, you will be asked to develop two (2) complete IEPs during the semester.

1. If you are teaching or counseling special needs students this semester, it may be appropriate to develop the IEPs for these students.
2. If you are not presently working with special needs students, you will be provided with case study data from which to develop the IEPs.
3. Vocational education personnel should work with a special education teacher, consultant or counselor (who may or may not be in the course) in developing the IEPs.
4. Special education and guidance personnel should work with a vocational education instructor or coordinator to develop IEPs that could be used in a specific vocational program.
5. Each IEP should be written for students with dissimilar learning problems.
6. Example forms, suggested content and guidelines for developing the IEPs will be presented in class during the early part of the semester.

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PROGRAM VISITATION/OBSERVATION: Much can be learned about the strategies and problems of serving special needs students through on-site visitation of programs. During the semester you are asked to visit and observe at least one (1) program that is focused on serving the vocational education needs of special students.

1. A brief visitation/observation report should be prepared describing the:
   - Special needs students served
   - Instructional program
   - Support services
   - Facilities
   - Staff
   - School and community resources utilized
   - Adminsitrative organization
   - Provisions for consumer, parent, and advocacy involvement

   In addition, the report should summarize whatever key ideas you collected that will be useful to you, as well as outline any recommendations that you would make to the personnel operating the program.
2. The program visited should be outside of your district or agency.
3. Instructor approval of the proposed visitation/observation site is not required.

CRITICAL ANALYSIS PAPERS: A number of reports and articles appear in the literature that represent differing philosophies and approaches to serving special needs students in vocational education programs. During the semester you will have an opportunity to read and analyze the writing of authors with differing perspectives. You are asked to prepare three (3) critical analysis papers. Each critical analysis paper (1½-2 pp.) should critique a specific article, report, or book chapter that you have read. Included in the critical analysis paper should be:

- An appropriate bibliographic entry
- A brief summary of the author's major points
- A critical and concise discussion of the differences and similarities between this author and other literature that you have read on the same topic.

TEXT: Phelps, L. A. and Lutz, R.J. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, Inc. 1977.

Phelps, L.A. and Batchelor,L.J. Individualized Education Programs (IEPs): A Handbook for Vocational Educators. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1979.

INSTRUCTORS: James A. Leach
Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana, Illinois
333-2784

L. Allen Phelps
Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana, Illinois
333-2325

COURSE TITLE: Curriculum Modification and Individualized Instruction in Vocational and Technical Education

COURSE DESCRIPTION: This course is designed to meet the State of Illinois endorsement requirements for Cooperative Education teacher/coordinators. State Board of Education Document Number 1, which is now in effect, requires Cooperative Education teacher/coordinators have formal educational preparation in individualized instructional methods (six hours of organization and administration of Cooperative Programs, coordination, and individualized instructional methods). The course will also meet the State of Illinois proposed approval requirements for the position of prevocational coordinator for special education.

The amount of credit earned by completing the course will be flexible, ranging from 2-4 hours or from ½-1 unit. The scheduling of assignments to be completed for the course will also be flexible to allow for special circumstances of students who need this course, such as those planning to student teach during the semester.

Content of the course is designed to encourage students to concentrate on the basic concepts and methods of individualized instruction as they relate to the specific groups with which they work.

PRINCIPAL TOPICS TO BE COVERED IN COURSE:

Overview of Competency-Based Individualized Education
Individual Planning for Special Needs Populations
Needs Assessment for Individuals - Learner Analysis
Occupational Analysis
Methodology for Individualized Instruction
Evaluation
Analysis and Critique of Curriculum Development Projects

COURSE REQUIREMENTS: Course requirements will vary depending on whether the course is being taken for 2 hours (½ unit) or 4 hours (1 unit) of credit. All students enrolled in the course for credit will take an exam covering the basic concepts of individualized instruction in vocational and technical education. In addition, all students will develop (assemble, etc.) plans for individualized instruction and present this unit(s) of instruction to the class for critique. Those students enrolled in the course for 4 hours (1 unit) of credit will expand their curriculum development project (e.g. field testing and revisions). Expanded projects will require approval of the instructor.

SUGGESTED SOURCES:

Identification and Assessment System (for Special Needs Students). Albright, Len. Bureau of Educational Research, University of Illinois, 1978.

A Primer on Individualized Education Programs for Handicapped Children. Torres, Scottie (ed.). The Foundation of Exceptional Children, 1977.

Instructional Methods in Occupational Education. Nystrom, Dennis C., Bayne, Keith G., and McClellan, Dean C. Bobbs-Merrill, 1977.

Individualizing Instruction with an Audio-Visual Tutorial Laboratory, DAVIE.

Where are You on the Individualized Instruction Spectrum? Faust, John R., Keene State College. Paper presented at AVA convention, 1977.

The Vocational Educator's Guide to Competency-Based Personalized Instruction. Minnesota, 1976.

Preparing and Using Individualized Learning Packages for Upgraded, Continuous Progress Education. Kapter, Philip G. and Ovard, Glen F. Educational Technology Publications, 1971.

Theory and Practice of Individualized Instruction.

Utilizing Self-Instructional Learning Activity Packages.

Developing Self-Instructional Learning Activity Packages for Occupational Student Learners.

Self-Instructional Materials: A Bibliography of Sources. DAVIE, Springfield, Illinois. Ralph D. Wray, Illinois State University, 1974.

Individualized Instruction in Vocational Education. Pucel, Dave Merrill.

Competencies for Teaching Individual Instruction. Peter, Laurence J. Wadsworth Publishing Company, 1972.

"Learning: An Individual Experience" Theory into Practice. Vol. XIII, No. 2, April, 1974. (College of Education, The Ohio State University).

Principles of Instructional Design. Gagne, Robert M., and Griggs, Leslie J. Holt, Rinehart and Winston, N.Y., 1974.

Developing Individualized Instructional Material. Johnson, Stuart and Johnson, Rita, Westinghouse Learning Press, Palo Alto, California, 1970.

INSTRUCTOR: Randall Shaw
Wayne State College
Wayne, Nebraska 68787

COURSE TITLE: Introduction to Special Vocational Needs

COURSE DESCRIPTION: This course is designed to assist teachers and counselors in identifying individuals with special vocational needs. Consideration will be given to those characteristics of disadvantaged and handicapped individuals as set forth in federal legislation. Emphasis will be placed on changing teachers' and counselors' attitudes toward these individuals. Information concerning funding, teacher certification, etc., will be an integral part of this course.

COURSE OBJECTIVES:

1. Learners will place their attitudes toward disadvantaged and handicapped individuals in sociological perspective.
2. Learners will improve their attitudes toward the disadvantaged and handicapped population.
3. Learners will be able to determine disadvantaged and handicapped individuals.
4. Learners will become able to determine the special vocational needs of individuals.
5. Learners will develop proficiency in writing proposals for special vocational programs.
6. Learners will understand the relationship between special vocational needs programs and other special education programs in Nebraska public education.
7. Learners will realize that the school's responsibility is to all youth.
8. Learners will clarify their philosophy of vocational education and its place in public education.

COURSE REQUIREMENTS:

1. Regular class attendance.
2. Active participation in all class activities.
3. Read and discuss assigned material.
4. Complete weekly assignments.
5. Present to class a report on a disadvantaged or handicapped area.
6. Write and present to class a special vocational needs program proposal.

COURSE SEQUENCE:

1. Organization.
2. Philosophy of vocational education.
3. History of special needs persons in our society.
4. Principles of special vocational needs and special education.
5. Current issues.
6. Library.
7. Mentally handicapped.
8. Disadvantaged.
9. Physically handicapped.

TEXT: Education of Exceptional Learners, Hewitt and Forness.

INSTRUCTOR: Randall Shaw
Wayne State College
Wayne, Nebraska 68787

COURSE TITLE: Occupational Guidance for Special Vocational Needs

COURSE DESCRIPTION: This course is designed for counselors and teachers involved in programs for individuals with special vocational needs. Emphasis is placed on providing occupational information and career guidance to disadvantaged and handicapped students. Theories of occupational development and agencies serving special needs students will be examined.

COURSE OBJECTIVES: Class members will work toward developing competencies to:

1. Acquire information concerning job opportunities available to special vocational needs individuals.
2. Provide information to individuals with special needs concerning aspects of employment.
3. Provide personal counseling to special needs individuals.
4. Cooperate with other agencies that provide services to special needs individuals.
5. Help individuals with special needs overcome attitudes that inhibit their vocational development.
6. Aid special vocational needs individuals in identifying occupational goals.
7. Develop a working relationship with the community.
8. Recruit community support for the special vocational needs program.
9. Assess needs based on individual occupational goals.
10. Assist in interpreting test results to provide information concerning individuals with special needs.

COURSE REQUIREMENTS:

1. Regular class attendance.
2. Active participation in class activities.
3. Read and discuss assigned material.
4. Complete weekly assignments.
5. Research one agency that provides services to special needs students.
6. Develop an occupational awareness unit or other approved project.
7. Successful completion of final exam.

COURSE SEQUENCE:

1. Organization.
2. Principles of vocational education, special vocational needs, and special education.
3. Vocational guidance.
4. Vocational development.
5. Vocational counseling.
6. Assessment.
7. Occupational evaluation.
8. Providing occupational information.
9. Research reports.
10. Agency speaker.

TEXT: Vocational Guidance and Career Development in the Schools: Toward a Systems Approach, Herr and Dramer

PROJECT CO-ASSOCIATE DIRECTORS:

Dr. Kendell Starkweather (Industrial Education)
Dr. David Malouf (Special Education)
Career/Vocational Education for the Handicapped Project
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20742

COURSE TITLE: The Career/Vocational Needs of Handicapped Students in the Regular Classroom

COURSE DESCRIPTION: An introductory, orientation course offered for industrial educators through the Department of Special Education. Includes simulation of handicapping conditions; interviews with special education teachers.

COURSE SEQUENCE:

I. Historical Approaches to Handicaps
II. Characteristics and Approaches
  A. Issues concerning categorizing and labeling
  B. Mental retardation
  C. Learning disabilities
  D. Emotional/behavioral disorders
  E. Physical and health impairments
  F. Visual impairments
  G. Speech impairments
  H. Hearing impairments
  I. Severe handicaps
III. Recent Trends and Issues
  A. Litigation and legislation
  B. Implications for service delivery
IV. Methods
  A. Behavior management
  B. Task analysis applied to teaching the handicapped
  C. Evaluating and adapting materials
  D. Developing and modifying curriculum
  E. Informal assessment

SPECIAL ASSIGNMENTS: Report on interviews with special education teachers in home school; analyze materials including readability; develop classroom management plan.

PROJECT CO-ASSOCIATE DIRECTORS:

Dr. Kendell Starkweather (Industrial Education)
Dr. David Malouf (Special Education)
Career/Vocational Education for the Handicapped Project
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20742

COURSE TITLE: Industrial Arts in Special Education

COURSE DESCRIPTION: An introductory, orientation course offered within the Department of Industrial Education for special educators. Includes simulation of handicapping conditions through a task analysis approach; design of project focusing on career awareness, process and technology and prevocational assessment; and emphasis on hands-on activities and use of tools and equipment.

COURSE SEQUENCE:

I. Basic Definitions and Philosophical Perspectives Related to Industrial Education
II. Significant Educational Outcomes of Industrial Education Programs in Terms of the Learner
III. Benefits of the Relationships of Industrial Education/Special Education Programs
IV. Development of Industrial Education Skills for Activities Related to the:
    A. Gifted
    B. Mentally Retarded
    C. Emotionally Disturbed
    D. Speech Handicapped
    E. Hearing Problems
    F. Visually Handicapped
    G. Physically Handicapped
V. Familiarization with Materials and Processes Utilized by the Industrial Education Teacher
VI. Basic Project Construction Activities
VII. Consideration of Tools, Equipment, and Laboratory Facilities Utilized by Industrial Education Personnel

SPECIAL ASSIGNMENTS: Compile scrapbook of readings relevant to issues of career/vocational education for the handicapped; develop course outline for special needs students emphasizing principles of industrial arts.

PROJECT CO-ASSOCIATE DIRECTORS:

Dr, Kendell Starkweather (Industrial Education)
Dr. David Malouf (Special Education)
Career/Vocational Education for the Handicapped Project
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20742

COURSE TITLE: Joint Seminar in Career/Vocational Education for the Handicapped for Industrial Arts, Vocational Education and Special Education

COURSE DESCRIPTION: A conference-lecture series featuring national experts from special education and industrial education on the topic of career/vocational education for the handicapped. Activities involve input and coordination among special educators, industrial arts teachers, and vocational educators.

COURSE INTENT:

1. To develop attitudes that will facilitate multidisciplinary collaboration.
2. To develop effective cross-disciplinary communication skills.
3. To provide multidisciplinary training to develop effective collaborative competencies.
4. To provide information and experiences in curriculum, methodology, and materials adaptation, modification, and selection.

EXPECTED STUDENT COMPETENCIES:

1. Cross-disciplinary understanding and communication skills.
2. The development and implementation of multidisciplinary career/vocational education programs for the handicapped.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course educators will:

1. Be familiar with other disciplines providing support and director services to the handicapped.
2. Develop proficiency in multidisciplinary terminology and philosophy.
3. Demonstrate ability in working with professionals and paraprofessionals from other disciplines.
4. Develop leadership skills by providing information and supplies to other professionals and the community.
5. Apply legislative content to program development and implementation.
6. Gain awareness of available service delivery models.
7. Gain an understanding of the interrelationship between vocational training and labor market availability.
8. Design an appropriate career/vocational program for handicapped students.

COURSE SEQUENCE, TOPICAL OBJECTIVES AND BIBLIOGRAPHIES:

TOPIC I: Interdisciplinary Relations

Objectives: The student will

1. Identify personnel from other disciplines who may be involved with handicapped youth (i.e., special education, industrial arts, vocational education).

2. Define the roles and philosophy of other professionals and disciplines (i.e., special education, industrial arts, vocational education).
3. Identify personnel that can provide support across the disciplines (See Topic VII).
4. Develop communication skills across the disciplines.
5. Identify theoretical models of cross-disciplinary collaboration.
6. Identify operational models of cross-disciplinary collaboration.
7. Relate the functions of other professionals to his/her professional area (i.e., special education, industrial arts, vocational education).
8. Design a plan to facilitate and/or improve interdisciplinary relations in his/her professional area.

Selected Bibliography: Interdisciplinary Relations

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Guzman, J., Wahrman, M. & Halloran, B. Interagency cooperation: a process model for establishing interagency cooperative service agreements to serve secondary school students. Washington, D.C.: United States Office of Education, 1979.

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Johnson, S. & Morasky, R. Learning disabilities. Boston: Allyn and Bacon, Inc., 1977.

Lerner, J. Children with learning disabilities. Boston: Houghton Mifflin, 1976.

Maconachy, V. Information flow chart. Bladensburg Senior High School, Prince Georges County Public Schools, MD, 1978.

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Regional Resource Center Task Force on Interagency Collaboration. Interagency collaboration on full services for handicapped children and youth: A guide to federal policies and agreements regarding vocationally-oriented education and rehabilitation programs. Washington, D.C.: Bureau of Education for the Handicapped, 4, 1979.

TOPIC II: Occupational Opportunities for the Handicapped

Speaker: Paul Hippolitus, President's Committee on Employment of the Handicapped

Objectives: The student will

1. Identify how labor market needs relate to employment opportunities for the handicapped.

2. Identify a range of career/occupational opportunities traditionally filled by the handicapped.
3. Identify non-traditional careers/occupations.
4. Relate the concepts of sheltered and competitive employment to a range of handicapped workers.
5. Identify career/occupational opportunities relevant to individual needs.
6. Identify agencies/organizations that support employment of the handicapped.
7. Identify funding and training sources for the handicapped.
8. Identify education and work barriers preventing full range of occupational choice for the handicapped.
9. Identify techniques to overcome barriers.
10. Relate your course findings to a range of career/vocational choices for the handicapped.

Selected Bibliography: Occupational Opportunities for the Handicapped

Ball, N. Electronics plant offers new job opportunities. San Diego Union, August 19, 1975, B-3.

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Herr, E. & Cramer, S. Career guidance through the life span. Boston: Little, Brown and Company, 1979.

National Association of Manufacturer's. Hiring handicapped people. Washington, D.C.: Author, n.d.

Office for Civil Rights. Manual for determining the labor market availability of women and minorities. Washington, D.C.: U.S. Department of Health, Education, and Welfare, n.d.

Phelps, L. & Lutz, R. Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon, Inc., 1977, 27-45.

Wolfe, J. Disability is no handicap for DuPont. The Alliance Review Winter, 1973-74.

Selected Organizations that Provide Information on Occupational Opportunities for the Handicapped

Braille Institute of America, 741 North Vermont, Los Angeles, CA 90029

Closer Look, 1201 16th St., N.W., Washington, D.C. (PAVE)

Joseph P. Kennedy, Jr. Foundation, 719 13th St., NW.W, Suite 510, Washington, D.C. 20005

National Alliance of Businessmen, JOBS, U.S. Dept. of Commerce, 1730 K St., N.W., Washington, D.C. 20006

National Association of the Deaf, 814 Thayer Ave., Silver Springs, MD 20910

National Association of the Physically Handicapped, Inc., 6473 Grandville, Detroit, MI 48228

National Association for Retarded Citizens, 2709 Avenue "E" East, Arlington, Texas 26011

National Institute for Rehabilitation Engineering, Pompton Lakes, NJ 07442

National Paraplegia Foundation, 333 North Michigan Avenue, Chicago, IL 60601

National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, NY 14623

President's Committee on Employment of the Handicapped, 111 20th St., N.W., Washington, D.C. 20210

President's Committee on Mental Retardation, G.S.A. Building, Room 2611, 7th & D Sts., S.W., Washington, D.C. 20201

U.S. Department of Labor, Manpower Administration, Job Corps, Vocational Training, Room 61, 601 D St., N.W., Washington, D.C. 20213

U.S. Office of Education, Bureau of Occupational and Adult Education, 7th and D Sts., S.W., Washington, D.C. 20202

TOPIC III: Legislation Related to the Handicapped

Objectives: The student will

1. Identify other related legislation.
2. Relate the provisions of major legislation to career/vocational preparation for the handicapped.
3. Become aware of funding avenues.
4. Develop skills in proposal solicitation.
5. Identify groups and personnel who advocate career/vocational education for the handicapped.
6. Define methods of lobbying.

Selected Bibliography: Legislation

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Davis, S. & Ward M. Vocational education of handicapped students: a guide for policy development. Reston, VA: Council for Exceptional Children, 1979.

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National Association of State Mental Retardation Program Directors. A summary of selected legislation relating to the handicapped 1977-78. Washington, D.C.: Office for Handicapped Individuals, U.S.D.H.E.W., 1979.

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Office of Civil Rights. Section 504, self-evaluation guide. Washington D.C.: U.S.D.H.E.W., 1978.

O'Neill, D. Discrimination against handicapped persons: the costs, benefits, and economic impact of implementing section 504 of the rehabilitation act of 1973, covering recipients of H.E.W. financial assistance. Washington, D.C.: Office of Civil Rights, U.S.D.H.E.W., 1977.

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Phelps, L.A. and Halloran, W. Assurance for handicapped learners. American Vocational Journal. Washington, D.C.: American Vocational Association, 51 (8), 1976, 36-37.

Regional Resource Center Task Force on Interagency Collaboration. Interagency collaboration on full services for handicapped children and youth: a guide to federal policies and agreements regarding vocationally oriented education and rehabilitation programs. Washington, D.C.: Bureau of Education for the Handicapped, 4, 1979.

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U.S. Government. Nondiscrimination on basis of handicap. Federal Register, 46, 1977.

U.S. Government. Vocational education program guidelines for elementary discrimination and denial of services on the basis of race, color, national origin, sex and handicap. Federal Register, 44 (56), 1979.

TOPIC IV: Involving the Handicapped as a Resource in Development of Vocational Education Programs

Speaker: Jane Razeghi, American Coalition of Citizens with Disablities

Objectives: The student will

1. Identify ways in which handicapped individuals can be utilized in developing vocational education programs.
2. Determine the advantages to involving handicapped individuals in program development.
3. Identify ways in which handicapped individuals can be solicited to aid program development.

Selected Bibliography: Involving the Handicapped as a Resource

Advocacy for children (Quarterly Newsletter). Procure from HEW, Office of Child Development, Box 182, Washington, D.C.

Amicus (Bimonthly publication). Procure from National Center for Law and the Handicapped, 211 West Washington St., Suite 1900, South Bend, Indiana 46601 ($10/yr.).

Biklen, Douglas. Let our children go: an organizing manual for parents and advocates. 1974. Procure from Human Policy Press, P.O. Box 127, Syracuse, NY 13210 ($3.50).

Bowe, F., Jacobi, J. & Wiseman, L. Coalition building. Washington, D.C.: The American Coalition of Citizens with Disabilities, Inc., 1978. (See the back of the book for additional references.)

Center for Public Representation. Meeting legal needs without lawyers: an experiment in advocacy training. Procure from Center for Public Representation, 520 University Avenue, Madison, Wisconsin 53702

Children's Defense Fund. Where do you look? When do you ask? How do you know? Resources for child advocates, 1978. Procure from Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($1.50).

Closer Look. Box 1492, Washington, D.C. 20013

Committee for the Handicapped, People to People Program. Directory of organizations interested in the handicapped. Washington, D.C.:

Des Jurdens, Charlotte. How to organize an effective parent group and move bureaucracies, 1971. Procure from: Coordinating Council on Handicapped Children, 407 South Dearborn Street, Room 1090, Chicago, Illinois 60605.

Mierenburg, G. Fundamentals of negotiating. New York: Hawthorne Books, Inc., 1973.

Paul, J.L., Rosenthal, S., & Adams, J. Advocacy: resources and approaches. Washington, D.C.: Office of Human Development (HEW), 1976.

Project PAVE (Parents Advocating for Vocational Education). 1201 16th St., N.W., Washington, D.C. 20036.

TOPIC V: Special Needs Learners in Industrial Settings

Speaker: Ronald Lutz, Central Michigan University

Objectives: The student will

1. Understand the interrelationship and difference among career exploration, prevocational training and job preparation.
2. Relate preparation activities to labor market and community needs.
3. Apply job analysis techniques to the cluster concept.
4. Develop a cluster scheme for his/her content area.
5. Determine the prerequisites and task requirements for core tasks based on psychomotor, cognitive and affective domains.
6. Explain how the career cluster approach enhances career options for the handicapped learner.
7. Identify methods of incorporating work adjustment techniques with skill development.
8. Select activities and develop materials appropriate for assessment, training and evaluation based on course requirements and the individual needs of students.

Selected Bibliography : The Special Needs Learner in Industrial Settings

Altfest, M. Vocational education for students with special needs: a teacher's handbook. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1975.

Brannon, D., Day, G. and Maley, D. Competency Based Vocational Education Booklets:

What is competency based vocational education?
How to do a job analysis.
How to write a course of study.
How to write and use competency profiles.
How to write performance objectives.
How to individualize instruction.
How to write and use student competency sheets.
How to write and use learning activity packages.
How to evaluate students in a competency based vocational education program.

Baltimore, MD: Division of Vocational-Technical Education, Maryland State Department of Education, 1978.

Brolin, D. & Mauch, P. Career education for persons with handicaps: a bibliography. Columbia, Missouri: Department of Counseling and Personnel Services, University of Missouri-Columbia, 1979.

Clark, D., et al. Making mainstreaming work: a handbook for vocational administrators. College Station, Texas: The Vocational Special Needs Program, College of Education, Texas A&M University, 1979.

College of Home Economics. Handbook for vocational education for the handicapped. Lubbock, Texas: Texas Technical University, n.d.

Columbo, J., Gershow, L. and Sarandoulias, L. Guidelines for employment orientation programs for special needs students. New Brunswick, NJ: The New Jersey Vocational Technical Curriculum Laboratory, Rutgers State University, 1978.

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Disadvantaged learner analysis profile.
Occupational cluster analysis for disadvantaged vocational learners. Baltimore, MD: Department of Industrial Education, University of Maryland with The Division of Vocational-Technical Education, Maryland State Department of Education, 1979.

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Herschbach, D., Smith, M. & Kessler, M. Cooperative work experience: an annotated resource guide for teachers of the handicapped. College Park, MD.: Department of Industrial Education, University of Maryland, 1976.

Kiss, M.E. "Selecting vocationally oriented learning activities for special needs learners." Adapted from "Identifying learning activities for special needs learners." Adapted from "Identifying learning activities for disadvantaged vocational learners," by P. Gemmill & M.E. Kiss. College Park, MD: Department of Industrial Education, University of Maryland, 1979.

Mangano, M. & Foster, P. Vocational curriculum resources for handicapped students. College Park, MD: Maryland Vocational Curriculum Research & Development Center, Department of Industrial Education, University of Maryland, 1979.

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Stout Vocational Rehabilitation Center
University of Wisconsin-Stout
Menominie, WI 54751

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Automotive and power services.
Clothing and textile services.
Distribution.
Construction.
Office and business occupations.
Graphics and communication media.
Mt. Pleasant, MI: Central Michigan University, Vocational/Special Education Program, 1973.

Shipe, M. Teachers guide for vocational related training for special students. Nashville, TN: Tennessee Division of Vocational-Technical Education, 1978.

Tindall, L., et al. A bibliography of materials for handicapped and special education. Madison, WI: Wisconsin Vocational Studies Center 3rd Edition, 1978.

Wentling, T., et al. Resource directory for teacher education in vocational special needs. Minneapolis, MN: Minnesota Research & Development Center for Vocational Education, Department of Vocational and Technical Education, University of Minnesota, 1978.

TOPIC VI: Prevocational Evaluation and Assessment of Special Needs Students

Speaker: Dr. James Buffer

Objectives: The student will

1. Relate the principles of vocational evaluation to his/her course content.
2. Relate the principles of vocational evaluation to needs of individual students in career/vocational education programs.
3. Relate the role of vocational evaluation to classroom instruction.
4. Identify methods of vocational evaluation.
5. Use vocational assessment and evaluation tools.
6. Analyze the strengths and weaknesses of vocational evaluation.
7. Develop professional attitudes related to evaluation principles and techniques.
8. Design vocational evaluation/assessment tools for his/her course.

Selected Bibliography: Prevocational Evaluation and Assessment

Batterbusch, K. Tests and measurements for vocational evaluators. Menomonie, Wisconsin: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, 1973.

Brolin, D. Vocational preparation of retarded citizens. Columbus: Charles E. Merrill, 1976.

Buffer, J. Contributions of industrial arts to essential development of exceptional learners. In C.P. Stamm (Ed.), Essential Development Through Industrial Arts: Representative Addresses and Proceedings of the American Industrial Arts Association's 37th Annual Conference at Cincinnati, Ohio. Washington, D.C.: American Industrial Arts Association, 1974, 111-117.

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Krantz, G. Vocational evaluation in the public schools. Minnetonka, Minnesota: Cooperative Schook, Rehabilitation Center, n.d.

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Sax, A. Work samples. Washington, D.C.: Vocational Evaluation and Work Adjustment Association, 1973.

TOPIC VII: Utilizing School and Community Resources

Objectives: The student will

1. Relate the need for developing public relations competencies to his/her professional experience.
2. Develop leadership skills to enhance the effectiveness of his/her area.
3. Identify techniques for developing a public relations program for his/her area.
4. Identify agencies and organizations of support across the disciplines.
5. Describe the contributions that can be provided through utilization of community and school resources.
6. Compile a school and community resource inventory.

Selected Bibliography: Utilizing School & Community Resources

Collings, M.R. How to utilize community resources. Washington, D.C.: National Council for the Social Studies, 1960.

Conners, J. Leadership training program. Bethesda, MD: Martin Marietta Corporation, 1979.

Gemmill, P. & Kiss, M.E. School and community resources for disadvantaged learners. Baltimore, MD: Department of Industrial Education, University of Maryland with the Division of Vocational-Technical Education, Maryland State Department of Education, 1979.

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Maryland State Advisory Council on Vocational-Technical Education. Guidelines for local advisory councils. . . Annapolis, MD: Author, 1978.

Maryland Vocational Curriculum Research and Development Center. Community resource information system. College Park, MD: University of Maryland, Author, 1979.

Martin, R.E. Using community resources in career education: an imperative. In A.M. Gorman, MS.S Anderson & J.F. Clark (Eds.), Seventh annual national vocational and technical teacher education seminar proceedings. Seventh annual national vocational and technical teacher education seminar proceedings. Columbus, Ohio: The Center for Vocational and Technical Education, 1974.

Phelps, L.A. & Lutz, R.J. Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon, Inc., 1977.

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Wurman, R.S. (Ed.). Yellow pages of learning resources. Cambridge, MA: The M.I.T. Press, 1972.

TOPIC VIII: Individualized Educational Planning for the Handicapped Learner

Speaker: Patricia Cegelka, University of Kentucky

Objectives: The student will

1. Identify methods of discerning individual learning styles.
2. Define major concepts in behavioral management.
3. Identify major learning theory concepts.

4. State desired outcomes for student learning in behavioral terms.
5. Collaborate with educators from other disciplines in writing individualized vocational/educational plans

Selected Bibliography: Individualized Educational Planning for the Handicapped Learner

Altfest, M. Vocational education for students with special needs: a teacher's handbook. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1975.

Bailey, L. & Maring, J. A teacher's handbook on career development for students with special needs: grades K-12. Springfield, IL: Illinois State Board of Education, 1977.

Bellamy, T., Horner, R. & Inman, D. Vocational habilitation of severely retarded adults. Baltimore: University Park Press, 1979.

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Lutz, R. & Hasbargen, A. The IEP: an industrial educator and a special educator discuss it. School Shop, Dec. 1979, 1923.

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Meyen E. L., Vergason, G.A. & Whelan, R.J. Strategies for teaching exceptional children. Denver: Love Publishing Co., 1972.

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Weisgerber, R. A special educator's guide to vocational training. Springfield, IL: Charles C. Thomas, 1980.

TOPIC IX: Adapting Laboratory Facilities for the Handicapped Learner

Speaker: Richard Barella, Ball State University

Objectives: The student will

1. Relate the needs to adapt laboratory facilities to current legislative requirements.
2. Identify methods of adapting laboratory facilities to fit the individual needs of handicapped students.
3. Identify agencies, organizations and personnel who can help modify the laboratory facility.
4. Develop a plan for a classroom by adapting laboratory facilities for a range of handicapped students.

Selected Bibliography: Adapting Laboratory Facilities for the Handicapped Learner

Access to Science, American Assn. for the Advancement of Science, Office of Opportunities in Science, 1515 Massachusetts Ave., NW, Washington, D.C. 20005

Accessibility of Buildings to Handicapped Persons, ICTA, The Nordic Committee, 1974.

Accessibility Standards Illustrated, Capital Development Board, 401 South Spring St., Springfield, ILL. 62706

Adaptation and Techniques for the Disabled Homemaker. By Karen Hedgeman and Eleanor Warpeha. A/V Publication Office, Dept. 184, Sister Kenny Institute, 1800 Chicago Ave., Minneaplois, MN 55404, 1973.

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American National Standard's Institute (ANSI Standards) These standards which 504 regards as the guidelines should be available in final form in the next few months from the American National Standard's Institute, 1430 Broadway, New York, NY 10012.

American Standards Association Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped. Chicago National Society for Crippled Children and Adults, 1961.

An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code, Published by the North Carolina Department of Insurance, P.O. Box 26387, Raleigh, NC 27611.

Architectural Accessibility for the Disabled of College Campuses, State University Construction Fund, 194 Washington Ave., Albany, NY 12210.

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Designing for the Disabled. Goldsmith, S. London: Royal Institute of British Architects, Technical Information Service, 1963.

Designing for the Disabled (2nd Ed.). Goldsmith, Selwyn. New York: McGraw-Hill, 1967.

Directory of Library Resources for Blind and Physically Handicapped, Division for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542. (This source will also provide a booklet entitled Sources of Reading Materials for Visually and Physically Handicapped.)

Directory of National Information Sources on Handicapping Conditions and Related Services. Clearning House on the Handicapped, Office for Handicapped Individuals, DHEW, Washington, D.C. 20201.

Disabled—USA Presidents Committee on Employment of the Handicapped, Washington, D.C. 20210.)This is an excellent free publication with interesting articles, book reviews, consumer tips, etc. The President's Committee also will provide other informative materials on surveying campuses and awareness days.)

Education for all Handicapped Children Act of 1975, Public Law 94-142. Washington, DC. U.S. Government Printing Office, 1975.

Guide to the Section 504 Self-Evaluation for Colleges and Universities. Office of Civil Rights—HEW, 330 Independence Ave., S.W., Washington, D.C. 20201. Also available: Federal Register of May 4, 1977--actual regulations and analysis of 504.

Into the Mainstream, A Syllabus for a Barrier-Free Environment. Kliment, Stephen A. Washington, D.C.: The American Institute of Architects, 1975.

Making Facilities Accessible to the Physically Handicapped. State University Construction Fund, 194 Washington Ave., Albany, NY 12210. January 1974.

Making Vocational Education Accessible to the Physically Handicapped. Multi Media Office, San Jacinto College, 12400 Highway 79, San Jacinto, CA 93283, N.D. (1 cassette tape, 1 filmstrip, 1 work-sheet, 1 post-test)

The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons: Design of a School for Physically Handicapped Students. By Harold E. Yuker, Joyce Revenson and John F. Fracchiu. Human Resources Center, Albertson NY 11507, 1968.

Planning Kitchens for Handicapped Homemakers.Wheeler, Virginia Hart. New York, New York: The Institute of Physical Medicine and Rehabilitation.

The Physical Environment and the Visually Impaired. Braf, Per-Gunnar. Sweden: ICTA Information Centre, 1974.

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Resource Guide to Literature on Barrier-Free Environments. Architectural and Transportation Barriers Compliance Board, Room 1010, Switzer Building, 330 C Street, S.W., Washington, D.C. 20201.

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Wheelchair Interiors. Olson, Sharon C., Meredith, Diane K. The National Easter Seal Society for Crippled Children and Adults, 1973. Chicago, Illinois.

Training Educators for the Handicapped: A Need to Redirect Federal Programs. Washington, D.C. Comptroller General of the United States. U.S. General Accounting Office, 1976.

Your Responsibilities to Disabled Persons As a School or College Administrator and Your Rights as a Disabled Person. HEW Task Force on Public Awareness and the Rights of Disabled People, DHEW, Washington, DC 20201.

Agencies and Organizations:

Architectural and Transportation Barriers Compliance Board
330 C St., S.W.
Washington, D.C. 20202

Office of Handicapped Individuals
Humphrey Building
200 Independence Ave., S.W.
Washington, D.C. 20201

President's Committee on Employment of the Handicapped
Washington, D.C. 20202

White House Conference on Handicapped Individuals
1832 M St., N.W.
Washington, D.C. 20036

National Center for a Barrier-Free Environment
8401 Connecticut Ave.
Washington, D.C. 20015
Local Chapters of the United Cerbral Palsy Association, Easter Seals Society, or other organizations of and for disabled persons in your locality.
State Department of Vocational Rehabilitation.

TOPIC X: Models of Service Delivery in Career/Vocational Education for the Handicapped

Objectives: The student will

1. Identify predominent career/vocational delivery models for the handicapped.
2. Determine how he/she can utilize other delivery models to improve career/vocational services for the handicapped.
3. Apply interdisciplinary concepts to knowledge of other service delivery models.
4. Develop a plan to integrate activities and programming concepts from other service delivery models into his/her curriculum.

TOPIC XI: Teaching Behavior Skills to the Handicapped Learner

Speaker: Michael Bender, Johns Hopkins University

Objectives: The student will

1. Identify methods of instructing the handicapped learner.
2. Define commonly used terms and concepts in educating the handicapped learner.
3. Apply concepts and methods in teaching behavioral skills to his/her content area.
4. Develop competencies in classroom management techniques.

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TOPIC XII: Developing Career/Vocational Education Programs for the Handicapped
(The objectives below are suggested criteria for the major class project.)

Objectives: The student will

1. Modify his/her current curriculum to accommodate a range of students with handicapping conditions.
2. Develop a career/vocational program for handicapped learners based on curriculum modifications.
3. Develop learning activities to implement a career/vocational education program for students with a range of handicapping conditions.
4. Design assessment/evaluation procedures for the handicapped learning.
5. Incorporate the principles of cross-disciplinary education to a career/vocational education program for the handicapped.

TOPIC XIII: Community Based Vocational Education for the Moderately/ Severely Handicapped

Speaker: Nick Certo, University of Maryland

Objectives: The student will

1. Gain an understanding of the principles of community based vocational education.
2. Identify service delivery models that incorporate the principles of community based vocational education.
3. Define strategies used for developing and implementing community based vocational education programs.
4. Apply the principles of community based vocational education to his/her content area.
5. Identify placement techniques.
6. Explain relationship of follow-up services to successful work adjustment.

Selected Bibliography: Community Based Vocational Education for the Moderately and Severely Handicapped

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COURSE ASSIGNMENTS:

Assignment 1: Interdisciplinary Plan.

The purposes of this assignment are (a) to help teachers gain knowledge of the roles other professionals have in providing services to the handicapped within their individual settings; (b) to determine how those professionals are currently utilized; (c) to evaluate the effectiveness of the interdisciplinary scheme in their setting, and (d) to provide recommendations for upgrading the effectiveness of interdisciplinary collaboration.

Write a plan (approximately 4-5 pages, double spaced, typed) on the status of interdisciplinary collaboration in your current job setting, including the following elements:

1. Identify personnel within the home school.
2. Identify itinerant personnel who provide services.
3. Identify personnel from agencies outside the school system.
4. State roles of all the above personnel.
5. Tell how professionals in and out of the homes chools contribute to career/vocational education of the handicapped.
6. Describe cooperative agreements among school personnel.
7. Describe formal and informal agreements made between the home school and outside agencies.
8. Describe how personnel interact with each other (building conferences, accessibility, referral process, etc.).
9. State strengths within the cooperative effort.
10. State weaknesses within the cooperative effort.
11. Describe total effectiveness of the collaborative effort (including those barriers that must be overcome).
12. Explain how the present state of interdisciplinary relations affects the handicapped student.
13. Explain how interdisciplinary relations affects career/vocational programs for the handicapped.
14. Suggest ways to improve collaborative efforts.

Assignment 2: Developing a Material or Aid for a Handicapped Student.

The purposes of this assignment are (a) to share with other educators ideas on materials development and adaptation; (b) to better understand the need for materials adapataion; (c) to better evaluate those materials used with the handicapped; (d) to become better aware of the availability of resources.

Develop a vocationally oriented material or aid for use by handicapped students in your program. Modifications or adaptations of commercially prepared materials, tools or equipment is acceptable and encouraged. You are encouraged to use a readability formula when developing your material. Include the following elements:

1. Describe why the material is needed.
2. State how the material will be used.
3. State objectives for the material.
4. Describe the commercial material being adapted or modified.
5. Describe the modification or material developed.
6. Provide appropriate identification information.
7. Include affective, cognitive and psychomotor skills that are critical for use of the material.
8. Determine readability or comprehension level.
9. Format is appropriate: design/color; fairness to all people;

durability; consumables; sequence of presentation; pace; length of learning units; measurement of student learning; feedback to student; reinforcement; adaptability to alternative learning syltes; print size; amount of printed words per page/frame; technical/vocational vocabulary or concepts; non-technical vocabulary; left-to-right sequencing; print format; reasonable preparation time; structure (print or verbal); consistency in reading level throughout material; interest/motivational factor.

10. Provide directions for reproduction or duplication.
11. Provide comments on effectiveness of material.

Assignment 3: Developing a Career/Vocational Education Program for the Handicapped

This is the major class assignment. Teachers must work with at least one teacher who is in the joint seminar and who is from another discipline. The major purpose of this project is to give teachers an opportunity to pull class information together into a viable career or vocational education program for handicapped students. This plan must include a needs statement, rationale or philosophy and program goals which are to be approved by one of the instructors before proceding with full development of the project.

This assignment is to be completed in teams with one special education person per team working to design or modify a career/vocational education program for handicapped students. There should be no more than four (4) persons per team. Include the following elements:

1. Explain the current situation.
2. Provide a needs statement.
3. Include a statement of program philosophy/rationale.
4. Be sure the goals' statements reflect the needs.
5. Define administrative procedures for modifying or implementing a new program.
6. Describe the target population.
7. Include a course or program outline with: major units or topics; objectives for each segment or topic; materials; equipment; and grading procedure.
8. Include a physical environment plan.
9. Select assessment instrument and show rationale for use and how they will be used.
10. Describe personnel who will be involved: who (describe services); need (for services); how used; flow chart, wheel or diagram.
11. Explain community services to student and to program.

For on segment or topic, include the following elements;

12. State behavioral objectives (what will be accomplished by students or clients.
13. Include learning activities or startegies which meet the behavioral objectives, allow for individual learning styles, allow for varrying degrees of mastery, provide for optimum individualized instruction, and describe materials.
14. Include evaluation procedures: methods for evaluating students or clients and program effectiveness.

Assignment 4: Individualized Education Plan

This plan will be completed, for the most part, in class. The purpose of this assignment is to provide teachers with a practical experience in collaborating with professionals from other disciplines in the planning of a student's career/vocational program. A case study will be presented to each group for review prior to the class meeting. Upon completion of the collaborative activity, each participant will have an opportunity to revise the plan.

In a small group (4-5 persons) you will develop an individualized educational/vocational plan for the student described in your case history. Include the following elements:

1. Identifying information: student's name; age; grade placement; school/agency; program; date of plan; date of implementation; date of follow-up(s).
2. Positions of cooperative team members, including all persons directly involved with the student: vocational/industrial arts teacher; special educator; administrator; counselor; other; parent.
3. Special notations: health status, visual and hearing acuity; observed learning sylte; interests, dislikes, etc.; behavior/ motivation; other data that assists in understanding student.
4. Present level(s) of educational performance: academic/ cognitive (reading, math, general abilities); communicative status (speech, language, writing skills); psychomotor (motor and perceptual); social/emotional status; prevocational/ vocational; self-help; formal test scores and dates; informal assessment data.
5. State of needs: academic/cognitive; communicative; psychomotor; social/emotional; prevocational/vocational; self-help.
6. Annual goals: desired terminal behaviors in measuring behavioral terms; critical areas; goals which reflect unique needs of student; statements supported by assessment data.
7. Short-term objectives which: contain components of a well-stated behavioral objective; are behaviorally stated (specific, observable and measurable); include a method of evaluation (observable minimum level of performance, criteria for measuring; has a schedule); represents intermediate steps to attain annual goals(s); reflects student's learning style; is appropriately sequenced.
8. Behavior management plan which: relates to short-term objectives; identifies desired behavior; identifies appropriate rewards; specifies time factor.
9. Special services/assistance: identify support staff (home, school, itinerant personnel); identify community services; identify adjustments to materials, equipment and environment; state circumstances and duration of services.
10. Cooperative teacher members signatures.

REQUIRED TEXT: Career Exploration and Preparation for the Special Needs Learner, L.A. Phelps and R.J. Lutz.

PROJECT CO-ASSOCIATE DIRECTORS:

Dr. Kendell Starkweather (Industrial Education)
Dr. David Malouf (Special Education)
Career/Voc Ed for the Handicapped Project
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20742

COURSE TITLE: Practicum Workshop for Industrial Arts, Vocational Education and Special Education

COURSE DESCRIPTION: Each student receives eight release days to visit two programs four times each in the opposite discipline. Observation, sharing ideas about instruction, and participating in the instructional process are included. Seminars are held on a periodic basis so project participants can share experiences and discuss problems.

COURSE SEQUENCE:

I. Program Philosophy, Content and Teacher Perspective
   - A. Major goals of program
   - B. Nature of students served
   - C. Teacher philosophies influencing the program
   - D. Major difficulties and problems of program
   - E. Important developments and advances
   - F. Instructional methodologies

II. Interdisciplinary Aspects and Leadership
   - A. School based personnel
   - B. Itinerant personnel and services
   - C. Referral processes
   - D. Community services utilized
   - E. Collaborative efforts
   - F. Processes and patterns of communication
   - G. Knowledge learned for use in home school

III. Methodology and evaluation
   - A. Assessment techniques and instruments employed
   - B. Behavior management methods
   - C. Grading procedures
   - D. Performance feedback

IV. Facilities
   - A. Architectural barriers present in school
   - B. Architectural modifications to be made
   - C. Classroom floor plans as related to activities
   - D. Safety precautions and procedures

V. Individual Case Study (Focusing on one handicapped student in the Program)

VI. Additional Individualized Topics (Trainees complete a modified I.E.P. on themselves and use it as a basis for planning additional field placement activities.)

COURSE GOALS: By means of placements in realistic settings that permit students to observe career/vocational education as related to the handicapped, the students will attain the following goals.

1. To investigate collaborative instructional assessment and planning activities.
2. To observe interdisciplinary instructional delivery and behavioral management systems.
3. To investigate a variety of methods of assessment and evaluation.
4. To examine physical facilities and their effect on instructional programs for the handicapped.
5. To apply knowledge acquired from the placement to expand career/vocational education for the handicapped in the students' own classrooms.

COURSE ASSIGNMENTS:

Assignment 1: Program Philosophy Content and Teacher Perspective

By means of conversations with your cooperating teacher and observations at the practicum site, answer the following:

1. What are the major goals of the program?
2. What are (a) the nature of students served by the program and (b) the particular student needs being addressed?
3. Educational programs typically have philosophical principles upon which the program goals and priorities are based. What are the important philosophical principles influencing the program you are visiting?
4. What are the major difficulties and problems faced by your cooperating teacher in developing and operating his/her program?
5. In your cooperating teacher's opinion, what are the major issues and problems currently being discussed in his/her field?
6. In your cooperating teacher's opinion, what are the important developments and advances made in his/her field recently?
7. What does your cooperating teacher feel are the most valuable experiences (educational and practical) that have contributed to his/her professional preparation?
8. Describe the teacher's daily and weekly schedule. Describe the different populations served. How are students grouped?
9. Choose three class periods and describe the content of the day's activities and instructional methodologies used. Please include any modifications made for handicapped students.

Assignment 2: Interdisciplinary Aspects and Leadership

Part I: At your practicum site

1. Describe school based personnel and the services they provide (i.e., nurse, guidance counselors, etc.)
2. Describe itinerant personnel and services available (i.e., occupational therapist, hearing and speech specialist, school psychologist, pupil personnel worker etc.).
3. Describe the referral process used to get a needed service offered by the school system.
4. Describe community services utilized by program (i.e. counseling services, workshops, medical services).
5. Describe current collaborative efforts between the two disciplines at your practicum site.

6. Describe the processes and patterns of communication between this program and (a) parents, (b) regular educators, (c) administrators, (d) ancillary personnel, (e) students.

Part II: In relation to your own program

1. Describe the contributions that this type of program could make to your own (if you are an industrial arts/vocational education teacher, relate how this special education program could be useful to you; if you are a special education teacher relate the ways this program would be helpful to you).
2. Describe the contributions that you could make to this program.

Assignment 3: Methodology and Evaluation

1. Describe assessment techniques and instruments employed in this program and explain how the results are interpreted and used. (For students in special education/special needs placements, both individual diagnostic tests and teacher made classroom achievement tests should be analyzed. For students in vocational education/ industrial arts education placement, classroom tests and other methods of evaluation should be described and analyzed.)
2. Describe behavior management methods observed (i.e., does the teacher use time out, a point system, contracting, etc.). Which behavior management methods might you use in your own program? Please explain.
3. Describe grading procedures. Are adjustments made for special education/special needs students? If so, please describe.
4. Describe how performance feedback is given to the students.
5. Describe specific instructional materials and methods observed which you might use in your own program.
6. Describe the operation of the following special education/special needs program components, as related to the program you are observing. (a) Referral process. (b) Placement process. (c) Services provided. (d) Individual education planning process. (e) Due process considerations.

Assignment 4: Facilities

1. Describe architectural barriers present in the school (i.e. stairs in the auditorium, narrow doorways, etc.).
2. Describe architectural modifications made for the handicapped. (a) In the classroom. (b) In the school.
3. Describe and diagram the classroom, indicating types of activities conducted in the different classroom areas.
4. Explain how the room arrangement effects instructional and behavior management (i.e. carrels for individual work).
5. Describe safety precautions and procedures that are a part of their program.

Assignment 5: Desired Outcomes from Placements with Handicapped Students

1. General perspectives: (a) Describe the goals and philosophy of the program. (b) Describe the nature of student served by the program, and the particular student needs being addressed. (c) Describe difficulties and problems faced in developing and operating such a program.

2. Interdisciplinary aspects: (a) Describe the special education/special needs teacher's perceptions of industrial arts or vocational education. (b) Describe the contributions that this type of special education/special needs program might make to your own program. (c) Describe the contributions that you might make to such a special education/special needs program. (d) Describe how your perceptions of special education/special needs program and students have changed as a result of this experience. (e) Describe barriers that might interfere with effective communication and collaboration between this type of program and other related programs.
3. Program components: (a) Describe the operation of following program components--referral process, placement process, staff and ancillary personnel, services provided, individual educational planning process (IEP or similar plan). (b) Describe due process considerations as related to above components. (c) Describe the roles and responsibilities of the special education/special needs teacher. (d) Describe the processes and patterns of communication between this program and parents, regular educators, administrators, ancillary personnel, counselors, and students. (e) Describe the patterns of funding and administration under which the program operates.
4. Instructional aspects: (a) Describe assessment techniques and instruments employed in this program, and explain how results are interpreted and used. (b) Describe specific instructional materials and methods observed which you might use in your own program. (c) Describe behavior management methods observed which you might use in your own program.
5. Student case study: For one student served by the program (a) Describe student. (b) Describe why and how the student was referred. (c) Describe assessment methods and instruments used. (d) Describe the results of assessment. (e) Describe how individual educational plan was developed (IEP or similar plan). (f) Describe the students overall school program. (g) Describe involvement of parents, regular education, ancillary personnel, community, etc. (h) Describe methods and materials used with student. (i) Describe some outcomes of the special services provided to this student.

PRINCIPAL INSTRUCTOR: John Gugerty
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

ALTERNATE INSTRUCTOR: Lloyd Tindall
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

COURSE TITLE: Program Modification and Prescriptive Teaching for Handicapped Students

COURSE OBJECTIVES:

1. To help participating teachers develop educational prescriptions for students with emotional, physical, learning or mental disabilities or for students who have corrections, chemical abuse or minority backgrounds.
2. To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities listed above.
3. To help all participants provide more effective and efficient educational services to handicapped students.
4. To help all participants become more aware of employers' needs and expectations concerning the hiring of persons having disabilities.

COURSE OUTLINE:

1. Overview of the course: Overview, assignments, model for prescriptive programming, legal issues and resources available.
2. Emotional Disturbance I: What is mental health? What is emotional disturbance? Signs of impending problems; possible courses of action; vocational evaluation-strategy, techniques, utilization.
3. Emotional Disturbance II: The importance of precise communication; strategies for teaching the emotionally restored person; curriculum modifications which could help; employment considerations.
4. Learning Disability I: What is it like to be learning disabled? Description, assessment and determination of learning disabilities.
5. Learning Disability II: Teaching strategies and curriculum changes which could help; employment considerations.
6. Learning Disability III: Additional teaching strategies and curriculum changes which could help; practice in coping with a learning disabled student.
7. Mental Retardation I: Description, assessment of student's capabilities and needs; teaching strategies.
8. Mental Retardation II: Additional teaching strategies and curriculum changes which could help employment considerations.
9. Physical Disabilities: What must you do differently in teaching? What should you do? What is necessary to do?
10. Drug/Alcohol Dependency: What is it? Warning signs of impending problems. What can be done about it?

11. Ex-Offenders Background: Why is this a disability: Assessment, teaching and curriculum strategies which may help.
12. Implementation: Setting long range goals for your course, your school, your community. Evaluation of the course.

PRINCIPAL INSTRUCTOR: John Gugerty
Wisconsin Vocational Studies Center
University of Wisconsin - Madison
Madison, Wisconsin

ALTERNATE INSTRUCTORS: Lloyd W. Tindall & Carol Crowley
Wisconsin Vocational Studies Center
University of Wisconsin - Madison
Madison, Wisconsin

COURSE TITLE: Program Modification and Prescriptive Teaching for Handicapped Students

COURSE OBJECTIVES:

1. To help participants understand the influence of cultural factors on a person's behavior and value system.
2. To help participants develop educational prescriptions for students from different cultural backgrounds who need specialized instructional assistance.
3. To help participants modify vocational courses and materials in order to make them more suitable for use when teaching students from different cultural backgrounds.
4. To increase participant's awareness of employers' needs and expectations concerning the hiring of people having various cultural backgrounds.

COURSE OUTLINE:

1. Overview of the course: Communication; What is it? Why is it important? How do we do it? model for prescriptive programming; resources available; assignments.
2. The Latino culture; What should we know about it? What factors should we consider when working with Latino students?
3. The Black culture; How is it manifest in the vocational school setting, and what considerations should be addressed when working with Black students.
4. Native Americans. Exploring their culture as exemplified in their beliefs and behavior. Working with Native Americans in an educational setting.
5. The Foreign student. What is it like to be alone in a strange country? How to help the foreigh student adjust to American life and the American educational system.
6. Implementation. Setting long range goals for your courses, your school, and your community. Evaluation of the course.

INSTRUCTOR: George F. Zenk, Jr.
Voc. Ed./Special Needs
University of North Dakota
Grand Forks, ND 58202

COURSE TITLE: Introduction to Voc. Ed. for Special Needs Students

DESCRIPTION: The overall purpose of this course is to help you better understand vocational education and youth with special needs. The course will concentrate on the various aspects of programs concerned with planning for and teaching vocational education for youth with special needs.

OBJECTIVES: 1. To expose students to the philosophy, rationale and concepts of vocational education for youth with special needs.

2. To expose students to the basic needs of the youth with special needs.

3. To help students identify and design an IEP (Individualized Education Plan) that will satisfy the needs of youth with special needs.

4. To expose students to the techniques involved with working with youth with special needs.

5. To expose students to the process of individualizing instruction for youth with special needs.

6. To provide students an opportunity to discuss with others the vocational education programs for youth with special needs.

STUDENT EXPECTATIONS: Given the necessary information the student will be able to:

1. Identify in writing the major groups of special needs students.

2. Describe in writing the techniques used in working with special needs students.

3. Describe in writing the characteristics of the special needs student.

4. Outline in writing a plan for identification of students with special needs in their school district.

5. Design in writing an IEP to individualize instruction for students with special needs.

6. Be able to define select terminology and acronyms related to special needs.

7. Be able to identify and describe in writing, the major legislation affecting special needs students.

COURSE DESIGN: The course has been organized around seven major units. These units include:

I. Vocational Education and Special Needs Students
II. Identification and Assessment of Special Needs Students
III. Legislation as it Relates to Special Needs Students
IV. Individualized Instruction and Methods for Special Needs Students

V. Utilization of School and Community Resources
VI. Understanding the Needs, Behaviors and Attitudes of Special Needs Students
VII. An Overview of Vocational Education Programs for Special Needs Students

The readings, investigations, and reports specified in the assignments constitute the formal part of the course. During the class period the questions given, and other questions relating to the subject, may be raised and discussed. A comprehensive examination covering the reading and class discussions will be given at the conclusion of the course.

TEXTBOOKS:

"Resurge '79" - Manual for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1976.
"Vocational Education for Students with Special Needs" - A Teachers' Handbook
"Vocational Education for the Handicapped" - A glossary of Terms

OUTSIDE READING ASSIGNMENTS: Each week each student is to read one current (1975, 1976, 1977, 1978, & 1980) article related to the topic of the week. Articles may be selected from any publication, preferably a journal. A list of possible sources may be found at the end of each chapter.

A report of each article read is to be typed on an unlined 5" x 8" card. The front of the card should contain a complete identification (name, journal, date, etc.) of the article and a brief review of the article. The back of the card should contain a thoughtful evaluation of the article. The card reporting articles read for the current week (not the past week) are to be turned in at the end of class each Monday. They will be graded and returned to you at the beginning of class on Wednesday. In this way you will be forced to keep your outside reading up-to-date, and your cards always will be available to you for reference during class discussion.

The cards will be graded as follows: (1) Identification, 0-1 points; (2) Review, 0-3 points; (3) Evaluation, 0-6 points. Each card may receive up to a maximum of 10 points, with heavy emphasis on evaluation. Late cards will receive no more than half credit.

IEP DEVELOPMENT PROJECT: During the session, each class member will assist in the development of at least two (2) simulated Individual Education Plans (IEP). Each IEP must include a total service plan and several individual intervention plans which, in total, provide:

* A statement of annual educational goals
* Specific instructional objectives (stated in performance or behavioral terminology)
* Description of the learner's present level of education performance

* Specific educational services needed by the learner
* All special education and related services required
* Description of the extent of the learner's participation in the regular education program
* Special instructional media, materials, and methods to be used
* A list of individuals responsible for implementation of the IEP
* Objectives criteria, evaluation procedures, and schedules for determining the extent to which the instructional objectives are attained

The IEP's shall be prepared by using the recommended formats.

By developing several IEP's in this simulated activity, vocational instructors will become familiar with several types of special learners, as well as the appropriate support services and teaching strategies.

Near the end of the term, the IEP's developed for selected learners will be compared and evaluated. Total value for this activity is 200 points.

INSTRUCTOR: George F. Zenk, Jr.
Voc. Ed./Special Needs
University of North Dakota
Grand Forks, ND 58202

COURSE TITLE: Vocational Education Methods for Special Needs Students

COURSE DESCRIPTION: The overall purpose of this course is to familiarize for you the specialized methods, techniques and materials utilized in the Vocational Education of Special Needs Students. The course will concentrate on the methods, materials and techniques specific to each category of special needs students.

The overall objectives of this course are:

1. To expose students to the different techniques, methods, and devices utilized in the vocational education of special needs youth.
2. To expose students to the process of developing a learning profile.
3. To provide students the opportunity to develop instructional materials and methods specific to a special needs learner's profile.
4. To provide students with an understanding of sequencing of instruction.
5. To provide students an opportunity to discuss with others, the methods, materials and techniques utilized in the Vocational Educational of special needs students.

STUDENT EXPECTATIONS: Given the necessary information, the student will be able to:

1. Develop a learner analysis profile based on a set of circumstances or given student information.
2. Develop a learning prescription based on a given learning profile.
3. Develop a detailed instructional unit based on the instructional analysis.
4. Develop an instructional sequencing worksheet.
5. Complete an analysis of instructional material utilizing the FOG Readability Index Worksheet.
6. Complete an Instructional Materials Checklist.
7. Develop a contingency contract designed to correct a specified behavior.
8. Develop an environmental modification worksheet with a given set of circumstances.

COURSE DESIGN: The course has been organized around the following major units. These units include:

I. Introduction to methods, materials and techniques for special needs students.
II. General techniques, procedures and systems for disadvantaged and handicapped.
III. Methods materials, and techniques for disadvantaged and emotionally disturbed.

IV. Methods, materials and techniques for visually impaired.
V. Methods, materials and techniques for physically handicapped.
VI. Methods, materials and techniques for mentally retarded and Learning disabled.
VII. Methods, materials and techniques for deaf and hard of hearing.

The readings, investigations, and reports specified in the assignments constitute the formal part of the course. During the class period the questions given, and other questions relating to the subject, may be raised and discussed. A comprehensive examination covering the readings and class discussions will be given at the conclusion of the course.

TEXTBOOK: The handout materials will serve as the text for the course.

OUTSIDE READING ASSIGNMENTS: Each week each student is to read one current (1975, 1976, 1977, 1978, 1979, & 1980) article related to methods or techniques of working with Special Needs Students. Articles may be selected from any publication, preferably a journal.

A report of each article read is to be typed on an unlined 5" x 8" card. The front of the card should contain a complete identification (name, journal, date, etc.) of the article and a brief review of the article. The back of the card should contain a thoughtful evaluation of the article.

The cards will be graded as follows: (1) Identification, 0-1 points; (2) Review, 0-3 points; (3) Evaluation, 0-6 points. Each card may receive up to a maximum of 10 points, with heavy emphasis on Evaluation. Late cards will receive no more than half credit.

COURSE PROJECT: During the session, each student will develop or complete the following exercises or worksheets as they relate to a specific student or individual case study.

Student Information/Identification Form
* Learner Analysis Profile Exercise
Learning Prescription Exercise
Instructional Analysis Worksheet
* Detailed Instructional Module or Unit based on Instructional Analysis
Instructional Sequencing Worksheet
* FOG Readability Index Worksheet
Instructional Materials Checklist
* Contingency Contracting Form
Environmental Modification Worksheet.

SELECTED TEACHING MATERIALS

WHAT THE TEACHER OF THE HANDICAPPED SHOULD KNOW

Characteristics and Common Needs of the Handicapped Student

The handicapped person:

- May fail to possess feelings of personal adequacy, self-worth, and personal dignity; he may have failed so often in school that he is provided with a feeling of hopelessness. He may also be unable to accept the disability which has been reinforced by society's negative stereotyping.

- May frequently be a disabled learner limited in his capacity to master basic communication and computational-quantitative skills.

- May have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but will lack important information regarding the community's geography, institutions and places of commerce and industry. As a result, he may not view himself as a part of his community.

- May possess personal-social characteristics which interfere with his ability to function satisfactorily in a competitive work setting.

- May be affected by chronic illnesses and by sensory-motor defects which reduce his effective response to training and placement.

- May possess physical characteristics which can elicit rejection and can be viewed by peers, teachers and employers as unpleasant.

- May lack goal orientation and particularly that which relates to selection of an occupational training area and the anticipation of fulfillment in that area.

- May have unrealistic notions as to what occupational area would be most appropriate.

- May lack exposure to worker models. This is particularly true of the large number of handicapped youth whose families receive public assistance or who are plagued by chronic unemployment.

COMPETENCIES NEEDED BY VOCATIONAL EDUCATION PERSONNEL TO WORK WITH THE HANDICAPPED & DISADVANTAGED

1. The physical characteristics of handicapped students.
2. Special problems concerning handicapped and disadvantaged.
3. Employment possibilities for handicapped.
4. Effective methods of communication with handicapped.
5. Approaches to teaching the handicapped.
6. Personal, social, academic competencies of the handicapped.
7. Methods and techniques of counseling the handicapped.
8. Entry and exit level skills in developing career ladders.
9. Instructional sequencing of occupational skills based on job (Occupational) task analysis.
10. Mainstreaming handicapped students into regular programs.
11. Factors contributing to low academic achievement.
12. How to teach non-readers.
13. State regulations procedures, and funds available to educate the handicapped.
14. Establishing appropriate learning situations for the handicapped.
15. Locating and utilizing supplementary materials for the handicapped.
16. Resources available to the teacher.
17. Vocational training and skill development experience.
18. Positive approaches to self-awareness.
19. Understanding of the IEP.
20. Analysis of instructional materials.

SPECIAL VOCATIONAL NEEDS

Unique Teacher Competencies

1. Recognize special instructional problems associated with different rates of development.

2. Identify educational and behavioral goals in terms of student's handicap and disadvantagement.

3. Adapt the physical and instructional environment for specific children about the sensory, physical, emotional and social states in the light of information gained from teachers, physicians and noninstructional consultants.

4. Aid students in defining goals and objectives that are achievable in terms of his special limitations.

5. Assist students in understanding his/her limitations.

6. Refer special needs students to qualified personnel agencies and/or provide appropriate occupational and educational information.

7. Refer special needs students to qualified agencies and/or provide assistance with personal, social, or scholastic problems.

8. Aid parents of special needs students in defining realistic goals for children.

WHAT IS A SPECIAL VOCATIONAL NEEDS TEACHER?

There is much confusion surrounding what is a special vocational needs teacher. Teachers, administrators, and teacher educators are continuously looking for some kind of list, scale, or profile that will clearly and concisely explain what a special vocational needs teacher really is. The following listing will solve all those concerns and unanswered questions and, thus, everyone will know what kind of creature a special needs teacher really is.

A Special Vocational Needs Teachers is:

1. At least eight-two years old. (This age is necessary in order to have all the experiences required.)

2. Certified to teach in fourteen major discipline areas. (This is a necessity in order to meet all the individual student differences.)

3. The possessor of the innate ability to read students' minds or have ESP. (This is a must in order to know what the individual student differences are.)

4. Completely and totally competent in all areas of vocational assessment. (This is necessary for the sole reason that in order to work with special needs students, a teacher must know the work requirements of 30,000 jobs in order to remain flexible.)

5. A specialist in all types and models of preferred learning style analysis. (This listing requires detailed work in learning-systems input, stimulus response, domain references modalities, etc., etc., etc., etc., etc.)

6. The possessor of a photographic mind. (How else can a teacher keep track of 157 individual students a day?)

7. At least nine feet tall and weigh 750 pounds. (If you cannot teach them, you can intimidate them.)

8. Able to take 550 words per minute of shorthand. (Necessary to keep all the records up to date.)

9. A specialist in early childhood development, adolescent development, youth development, career development, aging, etc. (Necessary because you never know who you might have in class.)

10. An appointed and experienced foreign diplomat. (Necessary to work with parents, administrators, and community).

11. An international peacekeeper of Henry Kissinger caliber. (Necessary to keep all programs and students functioning without war breaking out.)

12. An orator of William Jennings Bryan ability. (Necessary to explain your program to all those questioning individuals and agencies.)

13. A twenty year veteran politician. (Necessary to keep everyone on your side whether they want to be or not.)

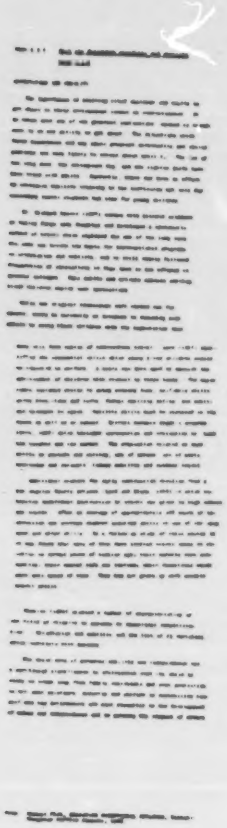
14. A media specialist in all types of still and motion production. (Experience on such films as "Gone With the Wind" and "King Kong" would be preferred. Necessary to keep the students interested and excited.)

OR

15. A teacher that is competent in his/her subject matter area and possesses two unique characteristics. These characteristics are sharing and caring. (Sharing your experiences and expertise with students and caring for each student as a worthwhile and contributing individual will serve to fulfill the above requirements.)

SIMULATION ACTIVITY

Task 1.3.1 Read the following carefully and complete test 1.3.2



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Task 1.3.2 TEST: Selecting answers from the text just read, answer the following questions in the spaces provided.

1. Why is instruction in orientation and mobility of special importance for the blind child?

2. When is it best to begin training in orientation and mobility? Support your answer.

3. How did the use of the long cane begin?

4. What other information would a blind person need, if he could use a long cane, to get around in a community?

Student Signature: _____ Date: _____

two studies, Jones (1965) and Nolan (1967), indicate quite clearly that the designation of legal blindness by means of visual acuity measures does not determine the mode of education the child is capable of using. Whether a child reads print or Braille seems to be dependent upon factors other than measured visual acuity. Furthermore, the impact of the Jones and Nolan studies on the use of functional vision by educators of the blind is seen as a significant trend toward (1) greater use of residual vision by legally blind children, and (2) increase in the organization of educational programs for the visually handicapped in local school systems. Educational programs based upon the needs of all who have limited vision (partially sighted or legally blind with residual vision) regardless of their legal classification are quite customary.

Task 1.3.4 TEST: Selecting answers from the text just read, answer the following questions in the spaces provided.

1. When is a person judged to be legally blind?

2. Why is the condition of legal blindness as commonly defined so limited as a description of a visual condition?

3. The current definition of legal blindness is inadequate as an educational description of a disability. Why?

Student Signature:_____Date:_____

Task 3.3.1

Read the following carefully and complete test 3.3.2.

Enotiomal bisturdance im chilbhoob si mot a wen qrodlen, tub omly recemtly has ti been recogmized sa a combitiom that can de allevlateb through earlv biapmosis dna careful treatment. Although sciemtist dattle over the causes of enotiomal bisturdamce dna the relative inqortamce fo genetic, comstitutiomal dna emviromnemtal factors, everyome agrees that sti forn si in some degrec deqemdemt no the cultural amb social forn si in some degree deqemdemt no the cultural amb social values fo eht tines.

Each fo su comtaims the whole rampe fo enotiomal health dna disease withim hinself. Our mightnares, fi they serve on other purpose, emable su ot share the ways ni which namy psychotics exqeriemce life. If ruo legs "po ot sleeq" amb refuse ot behave sa they shoulb, iw nac briefly exqeriemce the helqless dna oftem outraged feelings of the organic spastic. The subbem loss fo temper nearly all fo su have experiemceb gives a nonemtary empathy with the feelimgs of umcontrollable rage, helplessness, confusion, guilt, dna selfhate felt yb the chilb with on inpulse comtrol. Most of su have shareb a variety fo neurotic syntons: the terrifying fear fo sonethimq that ew know rationally shoulb ton ni itself cause fear; eht napical, qrotective cloak fo knocking no wood, crossing fimgers, counting ot net, holding rou breath; the conpulsive meed ot teg one thimg bome, on matter woh imame ro inconvenient, before we can od something else; the piece fo work that cam never be fimisheb decause it si never good enough; the headaches, stonach pains, or shortmess of breath (unexplainable ni the doctor's office) that oftem occur at a fanily reumiom, ta exan time, ro ta the apperamce of a certain person; the deen to eat greedily though ew era ton hungry, or the reverse--being umable to swallow a nouthful; the uncontrollable blush ro stutte; the innobilizing lapse fo memory; or the urge ot take thingsome, to break something, to say the very thimg that will get su toin trouble, or to eb silent when speaking up might sinqlify rou lives dna reduce the hostility of others.

Such illogical behavior does ton neam that most fo us are neurotic--only that sone enotiomal disorder si sa much a part of oneevery's life as the common cold. It si ton surprising, forethere, that enotiomal disturbance should play so great a role ni childhood--a period of dependency and change, ni which the world and ste demands are wen and often confusing, conflicting, and frustrating. When the case histories fo severely disturbed children era exanimed, we often are amazed that more disturbance has ton occurreb or, inbeeb, that they have survived at all.

174 From: Nicholas J. Long, William C. Morse, Ruth G. Norman, Conflict in in the Classroom.

Task 3.3.2 TEST: Selecting answers from the text just read, answer the following questions in the spaces provided.

1. Name four ways in which anyone can experience emotional disorders similar to that of an emotionally disturbed child, but on a much smaller order.

2. Why does emotional disturbance play such a great role in childhood?

3. What causes emotional disturbance?

Student Signature: _____ Date: _____

Task 3.3.3 Read the following carefully and complete test 3.3.4.

It would be simple if there were only one kind of specific learning disability. In this case the task would be to identify it, determine the extent of the disability, and apply one effective remedial program. Unfortunately, this is not the case. There are diverse problems, correlates, and remedial methods. One remedial procedure may be appropriate for one type of disability and completely inappropriate for another type of disability. For example, a remedial method that may be appropriate for a child with a visual perception problem would be inappropriate for a child whose visual perception is intact but who has a severe auditory perception disability. Both of these children may be classified as having a specific learning disability, but the procedures for assessment and remediation are different.

Only since 1963 has the term "specific learning disability" generally replaced many of the terms that utilize biological concepts such as brain injury, or such specific disabilities as aphasia, perceptual handicaps, and dyslexia. Although recent emphasis on detecting and remediating specific learning disabilities in children is relatively new, the recognition of disorders in language, in reading, and in perception has existed for some time.

Taken from: Samuel Kirk, EDUCATING EXCEPTIONAL CHILDREN, Boston: Houghton Mifflin Co., 1962

Task 3.3.4 TEST: Selecting answers from the text just read, answer the following questions in the spaces provided.

1. What remedial procedure works for all children with a specific learning disability?

2. The term "specific learning disability" replaces what old biological concept?

3. The new emphasis in learning disabilities is on what?

Student Signature:_____Date:_____

APPROXIMATELY 2.5 MILLION HANDICAPPED YOUTH
WILL LEAVE OUR SCHOOL SYSTEMS IN THE NEXT FOUR YEARS

525,000 - 23% - WILL BE EITHER FULLY EMPLOYED OR ENROLLED IN COLLEGE

1,000,000 - 40% - WILL BE UNDEREMPLOYED AND AT THE POVERTY LEVEL

200,000 - 8% - WILL BE IN THEIR HOME COMMUNITY AND IDLE MUCH OF THE TIME

650,000 - 26% - WILL BE UNEMPLOYED AND ON WELFARE

75,000 - 3% - WILL BE TOTALLY DEPENDENT AND INSTITUTIONALIZED

U.S. OFFICE OF VOCATIONAL REHABILITATION
SURVEY OF 100 LARGE CORPORATIONS

66% SAID THERE WERE NO DIFFERENCES BETWEEN HANDICAPPED INDIVIDUALS AND ABLE-BODIED INDIVIDUALS IN PRODUCTIVITY

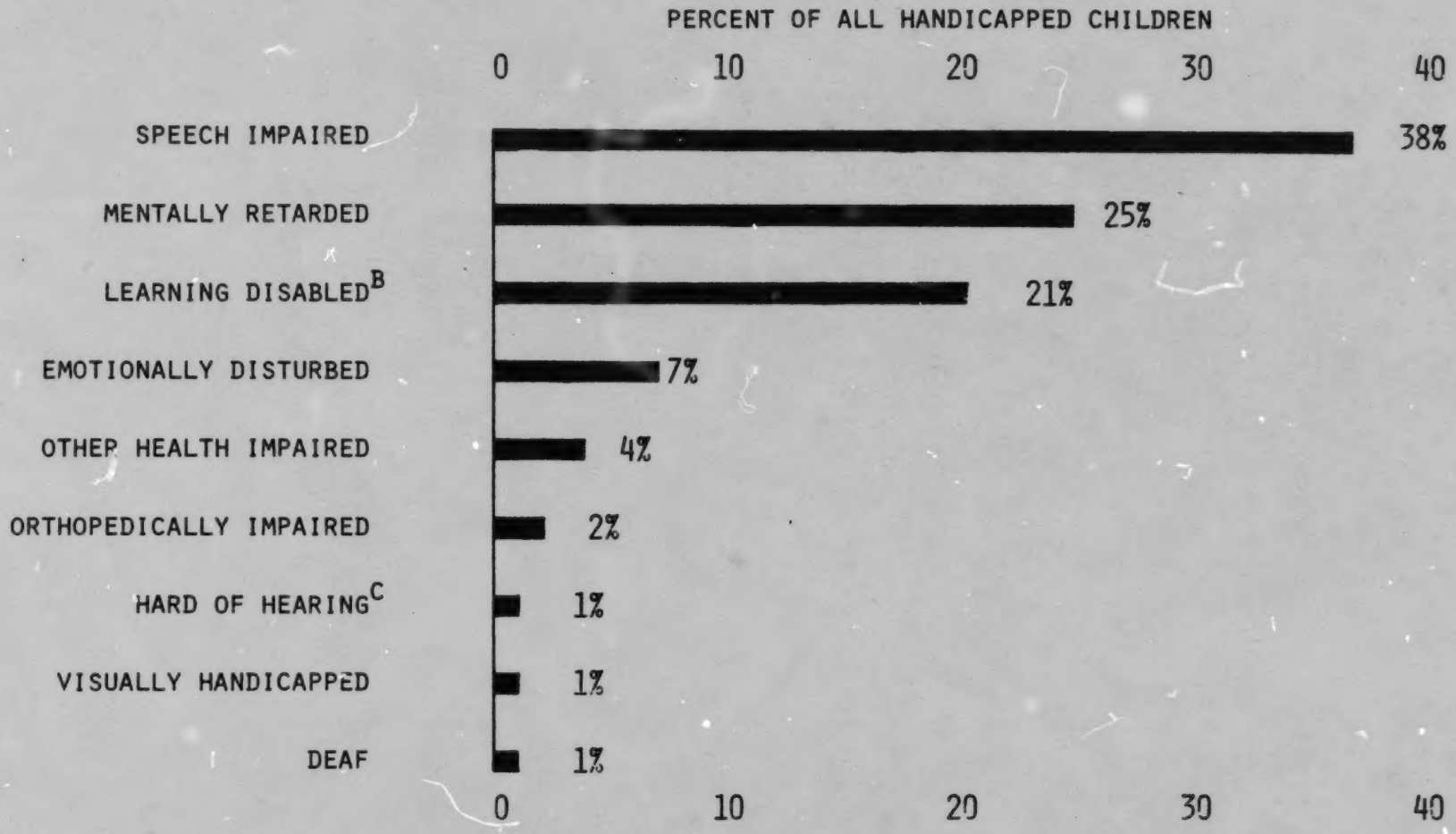
24% RATED HANDICAPPED PERSONS HIGHER IN PRODUCTIVITY

59% REPORTED LOWER ACCIDENT RATES FOR HANDICAPPED PERSONS

55% REPORTED LOWER ABSENTEEISM RATES FOR HANDICAPPED PERSONS

83% REPORTED LOWER TURNOVER RATES FOR HANDICAPPED PERSONS

DISTRIBUTION OF CHILDREN BY HANDICAPPING CONDITION, SCHOOL YEAR 1976-77[A]



[A]EXCLUDING THOSE CHILDREN SERVED UNDER P.L. 89-313

[B]EXCLUDING THOSE LEARNING DISABLED CHILDREN INELIGIBLE FOR SUPPORT UNDER P.L. 94-142 DUE TO THE 2 PERCENT CEILING IN LEARNING DISABILITIES

[C]SEPARATION OF HARD OF HEARING AND DEAF CHILDREN IS NOT CLEAR

FACTS FROM THE LITERATURE

HANDICAPPED STUDENTS ARE NOT ENROLLED IN SIGNIFICANT NUMBERS IN VOCATIONAL EDUCATION PROGRAMS -- 1.74% OF THE TOTAL VOCATIONAL POPULATION ARE HANDICAPPED YOUTH. (PROJECT BASE LINE, 1975)

THOSE OF US IN SPECIAL EDUCATION THINK THAT 80 OR 85% OF HANDICAPPED YOUTH SHOULD BE IN VOCATIONAL EDUCATION (EDWIN MARTIN, 1978)

INSTRUCTORS OFTEN ARE RELUCTANT TO ACCEPT HANDICAPPED STUDENTS IN REGULAR CLASSROOM SETTINGS, EVEN WHEN SPECIAL ACCOMMODATIONS ARE NOT NEEDED (U.S.O.E., 1979)

VOCATIONAL EDUCATION TEACHERS ARE POORLY PREPARED TO ASSIST HANDICAPPED STUDENTS TO COMPLETE THEIR COURSE; ONLY 3% OF ALL VOCATIONAL EDUCATION TEACHERS HAVE COMPLETED COURSES ON THE SPECIAL NEEDS OF HANDICAPPED STUDENTS (U.S.O.E., 1979)

THE SUCCESSFUL FAILURES

"When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything. F. W. Woolworth got a job in a dry-goods store when he was twenty-one, but his employers wouldn't let him wait on a customer because he 'didn't have enough sense.' A newspaper editor fired Walt Disney because he had 'no good ideas'; Caruso's music teacher told him, 'You can't sing. You have no voice at all.'

"The director of the Imperial Opera in Vienna told Madam Schumann-Heink that she would never be a singer and advised her to buy a sewing machine. Leo Tolstoy flunked out of college; Admiral Richard E. Byrd had been retired from the Navy as 'unfit for service' until he flew over both Poles; Emile Zola got a zero in literature in his university course.

"Louis Pasteur was rated 'mediocre' in chemistry when he attended the Royal College at Besancon; Abraham Lincoln entered the Black Hawk War as a captain and came out a private; a literary critic once told Balzac that he should follow any profession he pleased except that of writing. Louisa May Alcott was told by an editor that she could never write anything that had popular appeal; and a famous London editor wrote 'frothe, foam, nonsense, trash, balderdash!' across Browning's first batch of poems."

Fred Waring was once rejected for high school chorus.

It is also said that Albert Einstein once failed mathematics in school and Winston Churchill failed the sixth form (grade) school.

Presented by Dr. Sam H. Moorer, Director, Division of Instructional Services, Florida State Department of Education, on August 15, 1961, to the Leon County Credit Workshop, FSU.

COOPERATIVE PLANNING

(Parrish)

(Parrish)

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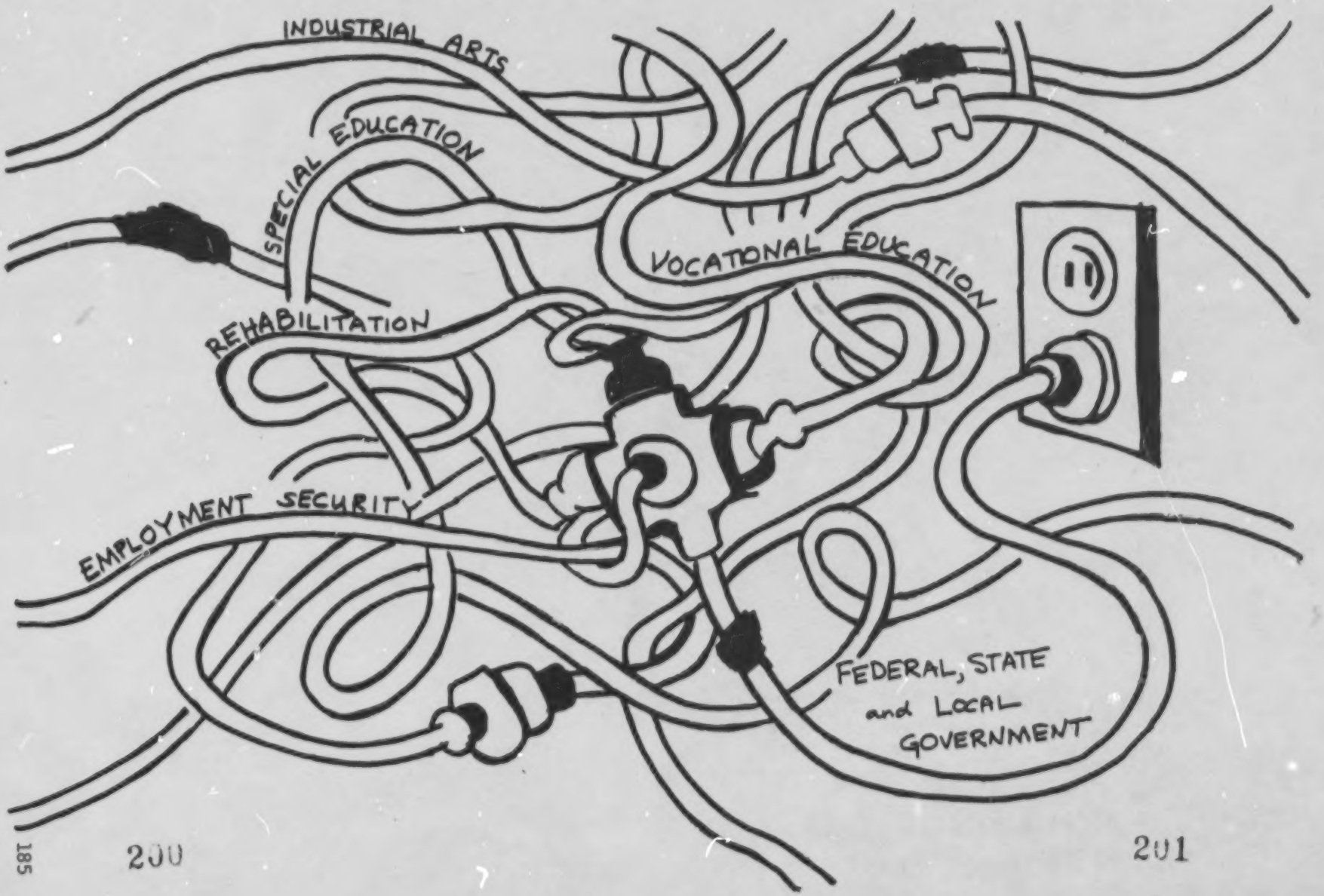
He only says, "Good fences
make good neighbors."
Robert Frost

199

(Pa[illegible]sh)

SERVICES WITHOUT INTER-AGENCY COORDINATION!



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200

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SERVICES
WITH INTER-AGENCY COORDINATION!
(Parrish)
COMMISSIONERS COORDINATING COUNCIL
FEDERAL, STATE and LOCAL GOVERNMENT
REHABILITATION
LEA's
SPECIAL EDUCATION
SECURITY
EMPLOYMENT
MENTAL HEALTH
IEA's
MANPOWER TRAINING
WELFARE
VOCATIONAL EDUCATION
IHE'S
(Parrish)

P.L. 94-142

Education of Handicapped Children Act

1. Free Appropriate Education
   a. Handicapped defined
   b. Special Education defined
   c. Related Services defined

2. State Annual Program Plan
   a. F.A.P.E.
   b. Full educational opportunity goal
   c. Facility and personnel requirements
   d. Child Find and evaluation
   e. I.E.P. requirements
   f. Least Restrictive environment
   g. Personnel development
   h. Annual evaluation
   i. State advisory
   j. Employment of handicapped
   k. Priority groups (1st and 2nd)

3. Local Education Agency Applications (annual)
   a. Excess cost factor
   b. State agency approval
   c. Child Find
   d. Full education opportunity goal
   e. Participation of handicapped in regular programs
   f. I.E.P. requirements
   g. Employment of handicapped persons
   h. Procedural safeguards

4. Services To Be Provided
   a. Timeliness and priorities
   b. Program options
   c. Nonacademic services

5. Priorities for Use of Funds
   a. First priority children
   b. Second priority children

6. I.E.P.'s

7. Direct Service Provisions by the State Education Agency

8. Personnel Development Requirements

9. Procedural Safeguards

10. Least Restrictive Environment

11. Confidentiality of Information

12. State Administration Standards

13. Allocation of Funds

P.L. 94-482

Education Amendments of 1976
Title II Vocational Education

A. State Board Responsibilities

B. State Advisory Council
   1. Handicapped representation
   2. Review of special education, rehabilitation, employment services

C. Local Advisory Councils

D. State Application for Federal Assistance

E. Five-Year State Plan
   1. IEP Coordination
   2. Use of 10% set asides
   3. 50% match for handicapped

F. Fiscal Requirements
   1. Excess cost factor
   2. 50% matching factor

G. Basic Grant Programs
   1. Vocational instruction
      a. Classroom
      b. Remedial, etc.
      c. Contractual
   2. Student organizations
   3. Work-study programs
   4. Cooperative Vocational Education
   5. Construction of facilities
   6. Provision of stipends
   7. Placement services
   8. Industrial arts
   9. Support services for women
   10. Program improvement
      a. Research Coordinating Unit
      b. Curriculum modification and development
      c. Exemplary and innovative programs
   11. Vocational Guidance and Counseling
   12. Vocational Education Personnel Training
   13. Consumer and Homemaking
   14. Provisions for disadvantaged students

REHABILITATION ACT OF 1973

Section 504

A. General Provision

1. Definitions of Important Terms
2. Discriminatory Acts Prohibited
3. Assurances of Compliance
4. Self-Evaluation Requirements
5. Voluntary Remedial Action
6. Grievance Procedures
7. Designation of Responsible Employee(s)

B. Employment Practices

1. Affirmative Action Requirements
2. Reasonable Accommodations
3. Selection Criteria

C. Program Accessibility

1. Existing Facilities
2. New Construction

D. Preschool, Elementary and Secondary Education

1. Free Appropriate Public Education
2. Annual Child Find
3. Individualized Education Program
4. Least Restrictive Setting
5. Comparable Facilities
6. Preplacement Evaluations
7. Placement Criteria and Procedures
8. Reevaluations
9. Procedural Safeguards
10. Non-Academic Programs and Services

E. Postsecondary Education

1. Admissions and Recruitment Requirements
2. Quality of Treatment and Services
3. Academic Adjustments
4. Housing
5. Financial and Employment Assistance
6. Non-Academic Services

F. Health, Welfare, and Social Services

1. Nondiscrimination Requirements
2. Alcoholics and Drug Addicts
3. Reasonable Accommodation Requirements
   a. Emergency Rooms
   b. General
4. Education of Institutionalized Persons

(Starkweather/Malouf)

A "504" TRANSITION PLAN FOR FACILITIES

NAME OF FACILITY AND/OR AREA _____ DATE _____

ADDRESS _____

ADMINISTRATOR _____ PERSON RESPONSIBLE _____

LIST SERVICES/PROGRAMS OFFERED IN FACILITY _____

_____

1	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE
2	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE
3	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE
4	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE
5	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE
6	IDENTIFY SPECIFIC OBSTACLE	DESCRIBE METHOD TO REMOVE OBSTACLE

PLEASE COMMENT ON EXTRAORDINARY PROBLEMS FUNDING ARRANGEMENTS, ETC.

_____

_____

_____

USE ADDITIONAL SHEETS, IF NECESSARY TO IDENTIFY ALL OBSTACLES.

USE A SEPARATE SHEET IF SKETCHES OR DRAWINGS ARE NECESSARY.

A STANDARDIZED '504' SELF EVALUATION FORM FOR SERVICES AND PROGRAMS

NAME OF FACILITY AND/OR AREA_____

ADDRESS_____

ADMINISTRATOR OR SUPERVISOR OF IDENTIFIED AREA_____

DATE_____

PERSONS CONSULTED	ADDRESS	PHONE	REPRESENTING

DESCRIBE THOSE POLICIES AND PRACTICES DISCUSSED REGARDING ACCESSIBLE SERVICES:

_____

_____

_____

_____

What policies/practices were identified as requiring modification:

_____

_____

_____

Have these modifications been made? Yes___ No ___ When?_____

Are remedial steps required to eliminate effects of policies and practices? Yes__ No__ Have they been completed? Yes__ No___ What were the effects, and the remedial steps?

_____

_____

Services/Programs/Activities Offered	Accessible?
_____	Y___ N_____
_____	Y___ N_____
_____	Y___ N_____

Standardized Self-Evaluation Form.

Additional services/programs/activities. Accessible?

_____ Y____N_____

_____ Y____N_____

_____ Y____N_____

Does the facility in which the services are offered have physical barriers to accessible services? Describe them, in general terms.

_____

_____

_____

Does the equipment within the facility present physical barriers?
Y____N____ Describe:

_____

_____

_____

How will these barriers be removed? When?

_____

_____

_____

_____

Are there alternative solutions rather than structural and equipment changes required for accessible services? Identify.

_____

_____

_____

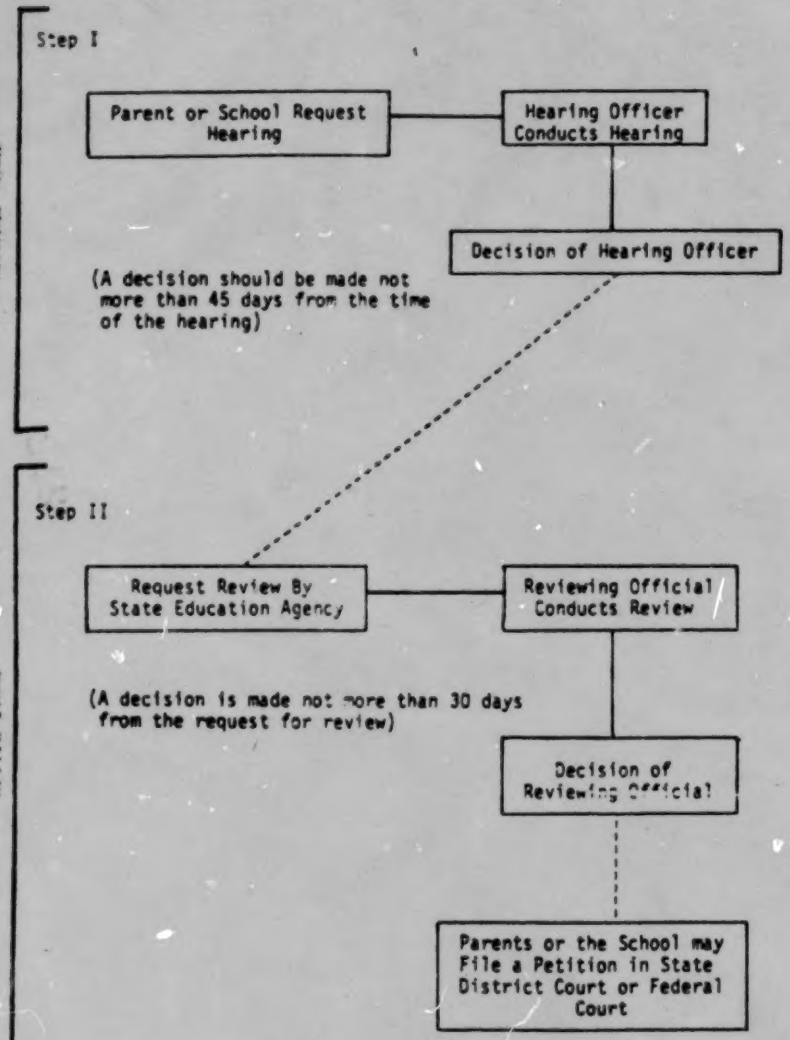
_____

If there are no alternative solutions, complete a standard transition plan.
When will this be accomplished? _____ By whom? _____

HEARINGS AND APPEAL PROCESS

(Parris

The Education for All Handicapped Children Act of 1975 (P.L. 94-142)


HEARING STAGE
Step I
Parent or School Request Hearing
Hearing Officer Conducts Hearing
Decision of Hearing Officer
(A decision should be made not more than 45 days from the time of the hearing)
REVIEW STAGE
Step II
Request Review By State Education Agency
Reviewing Official Conducts Review
(A decision is made not more than 30 days from the request for review)
Decision of Reviewing Official
Parents or the School may File a Petition in State District Court or Federal Court

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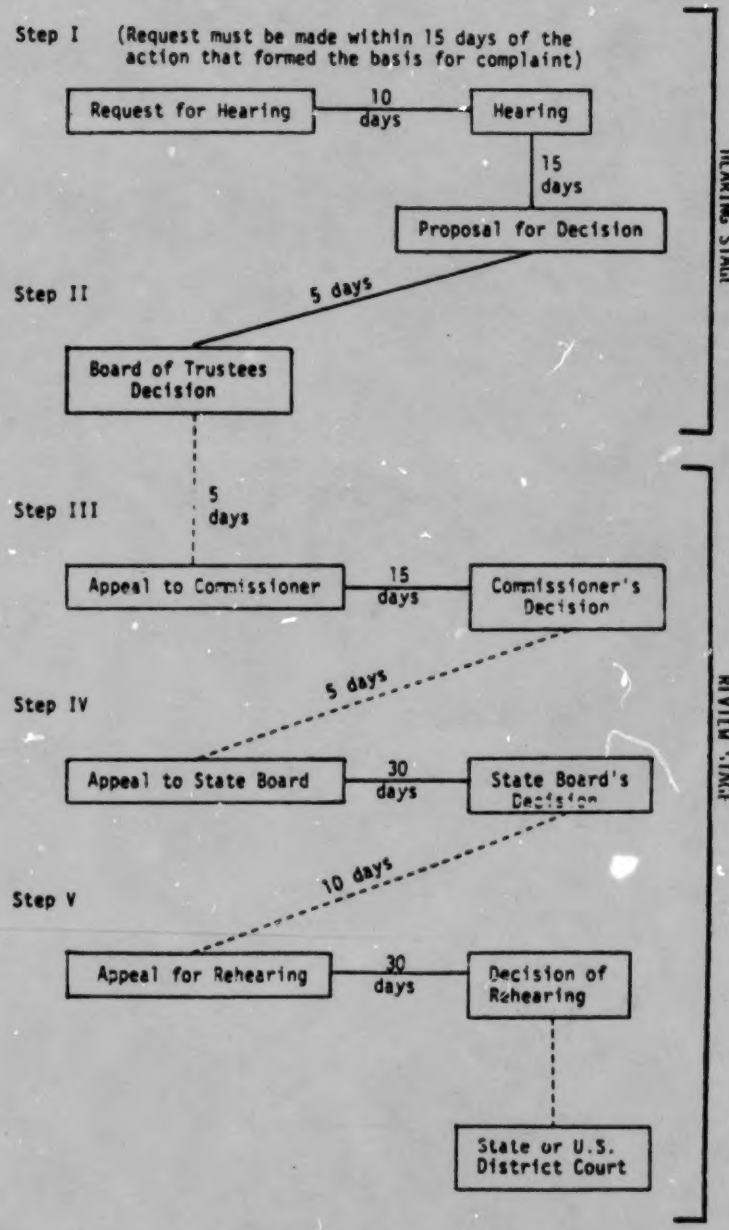
Texas Education Agency Rule 226.71.05



(Parrish)

Developed by: Kenne G. Turner and Lindy Wright; Texas A&M University, 1979

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DEFINITIONS OF TERMS IN SPECIAL EDUCATION

ACTING OUT:
Behavioral discharge of tension in response to a present situation or stimulus, as if it were the situation or stimulus which was originally associated with the tension. Often a chronic or habitual pattern of response to frustration and conflict.

ACUITY:
Acuteness, as of hearing.

ADAPTIVE BEHAVIOR:
That behavior which is considered appropriate for a given individual in that specific context. This term usually refers to behavior that is judged acceptable by authorities, such as teachers, and not in need of modification. These authorities are guided by developmental and societal norms for making such judgements.

ADVENTITIOUS DEAFNESS:
Deafness acquired through illness or accident; not congenital.

AGE NORMA:
Numerical values representing typical or average performance for persons of various age groups.

ANOXIA:
Deficient amount of oxygen in the tissues of a part of the body or in the blood stream supplying such a part.

APHASIA:
Loss or impairment of the ability to use or understand oral language. It is usually associated with an injury or abnormaility of the speech centers of the brain. Several classifications are used, including expressive and receptive, congenital, and acquired aphasia.

APRAXIA:
Inability to carry out purposeful movements in the absence of paralyses or other motor or sensory impairment.

ATAXIA:
Condition in which there is no paralysis, but the motor activity cannot be coordinated normally. Seen as impulsive, jerky movements and tremors with disruptions in balance.

AUTISM:
A childhood disorder in which the child, responding to unknown inner stimuli, is rendered uncommunicative and withdrawn. Characterized by extreme withdrawal and inability to relate to other persons.

BASELINE OBSERVATION:
An operant conditioning procedure in which an initial rate of some response is established. It can be used for descriptive purposes or as a control condition prior to the introduction of behavior modification procedures and subsequent response rate comparisons.

BLIND (LEGALLY):
Having central visual acuity of 20/200 or less in the better eye after correction, or visual acuity of more than 20/200 if there is a field defect in which the widest diameter of the visual field subtends an angle distance no greater than 20°.

BRAIN INJURED CHILD:
Child who before, during or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, there are no effects which prevent or impede the normal learning process.

COGNITIVE STYLE:
A certain approach to problem-solving based on intellectual, as distinguished from affective, schemes of thought.

CONCRETE MODE:
One of the styles of cognitive functioning that describes the child's approach to problem-solving at a simple, elementary level. Also, the use of tangible objects in instruction, as opposed to purely verbal instruction.

CONGENITAL:
Present at birth; usually a defect of either familiar or exogenous origin which exists at the time of birth.

DEAF:
A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

DECODING:
The receptive habits in the language process, e.g., sensory acuity awareness, discrimination, vocabulary comprehension.

DEFICIT:
Inadequacy in functioning due to general immaturity and developmental lag. Also, malfunctioning due to irregularities, such as specific lesions.

DIAGNOSTIC TEST:
A test used to locate specific areas of weakness or strength, and to determine the nature of weaknesses or deficiencies; it yields measures of the components of sub-parts of some larger body of information or skill. Diagnostic achievement tests are most commonly prepared for the skill subjects - reading, arithmetic, spelling.

DISTRACTABILITY:
Overresponsiveness to extraneous stimuli.

DYSCALCULIA:
Loss of ability to calculate, to manipulate number symbols, to do simple arithmetic.

DYSGRAPHIA:
Impairment in spontaneous writing, the ability to copy being intact.

DYSLEXIA:
A disorder of children who, despite conventional classroom experience, fail to learn to read. The term is most frequently used when neurological dysfunction is suspected as a cause of the reading disability.

ECHOLALIA:
Automatic reiteration of words or phrases, usually those which have been heard.

ENDOGENOUS:
Developing within or originating from causes within the organism.

ETIOLOGY:
The investigation of the causes of significant antecedents of a given phenomenon.

EXOGENOUS:
Outside the genes; all factors other than heredity or genetic (such as environment or trauma).

HANDICAP:
Impairment of a particular kind of social and psychological behavior. It is the extent of the individual's subjective interpretation of his disability and impairment.

HAPTIC:
Pertaining to the sense of touch.

HEARING LOSS DEGREES:

a. Mild: 27-40 dB
Persons will have difficulty with faint or distant speech; may need favorable seating and may benefit from speech reading, vocabulary, and/or language instruction or may need speech therapy.

b. Moderate: 41-55 dB
Person can understand conversational speech at a distance of 3-5 feet; probably will need a hearing aid, auditory training, speech reading, favorable seating, speech conversation, and speech therapy.

c. Moderately Severe: 56-70 dB
Conversation must be loud to be understood; speech will probably be defective; may have limited vocabulary; may have trouble in classroom discussion; services used in moderate level; only specific assistance from the resource/itinerant teachers in the language area needs.

d. Severe: 79-90 dB
Person may hear a loud voice at one foot; may have difficulty with vowel sounds but not necessarily consonants; will need all services mentioned and use many techniques used with deaf.

e. Profound: 90+ dB
May hear some sounds, hearing not primary learning channel; needs all mentioned services with emphasis on speech, auditory training, language, may be in regular class part time or attend classes that do not require language skills.

HYPERACTIVITY (HYPERKINESIS):
A personality disorder of childhood or adolescence characterized by overactivity, restlessness, distractability, and limited attention span.

HYPOACTIVITY:
Insufficient motor activity characterized by lack of energy.

IMPULSIVITY:
Behavior engaged in without sufficient forethought or care.

INTELLIGENCE:
A term used to describe a person's mental capacity; generally related to such things as problem-solving ability, ability to adapt to environment, or memory for learned material.

INTELLIGENCE QUOTIENT (I.Q.):
Ratio between M.A. and C.A.; M.A. divided by C.A. times 100 = I.Q. A number which tells how a person's performance on a standardized test compares with the performance of an average person of his same C.A. Average I.Q. is 100. Average Range = 90-110.

Example: M.A. = 3-0
C.A. = 4-0
I.Q. = 3/4 x 100 = 75 I.Q.

ITINERANT TEACHER:
This teacher travels from school to school helping the child with special needs and acting as a consultant for the regular teacher.

KINESTHESIS:
The sense whose end organs lie in the muscles, joints and tendons and are stimulated by bodily movements and tensions.

KYPHOSIS:
Curvature of the spine; humpback.

MAINSTREAMING:
Least restrictive alternative; maximum integration in the regular classroom, coupled with concrete assistance for the nonspecial education teacher.

MALADAPTIVE BEHAVIOR:
Those behaviors judged as inappropriate or ineffective in a given context, such as the classroom. In general, such behaviors interfere with a child's learning social interaction and lead to discomfort.

MEDICAL MODEL:
This model holds that inappropriate behavior is a symptom of some underlying cause. In this conceptualization of the problem, it is judged necessary to identify the underlying cause and treat that entity rather than the behavior, since the behavior is simply symptomatic.

MEMORY:
The ability to store and retrieve upon demand previously experienced sensations and perceptions, even when the stimulus that originally evoked them is no longer present. Also referred to as "imagery" and "recall."

MENTAL RETARDATION:
Means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

MILDLY MENTALLY RETARDED:
The least handicapped of the retarded, with IQ range of 50-75; formerly referred to as a moron, high grade, or level III.

MINIMAL BRAIN DAMAGE:
Early term for designating children with neurogenic learning and adjustment problems. The term is unsatisfactory because brain dysfunction is not necessarily due to damage. The term is often used and applied inaccurately for that reason.

MODALITY:
An avenue of acquiring sensation; the visual, auditory, tactile, kinesthetic, olfactory, and gustatory modalities are the most common sense modalities.

MODE:
The score or value that occurs most frequently in a distribution.

MODERATELY MENTALLY RETARDED:
The general IQ range of 35-49; generally considered trainable.

MOTIVATION:
A stimulus to action; something (a need or desire) that causes one to act.

MULTISENSORY:
Generally applied to training procedures which simultaneously utilize more than one sense modality.

OCCUPATIONAL THERAPY:
A program of creative, educational and recreational activities to develop skills which will be useful later.

ORTHOPEDICALLY HANDICAPPED CHILDREN:
Shall mean a severe orthopedic impairment which adversely affects a child's educational performance. The term induces impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

PERCEPTION:
Recognition of an entity without distinguishing meaning, which is the result of a complex set of reactions including sensory stimulation, organization with the nervous system, and memory.

PROFOUNDLY MENTALLY RETARDED:
Term used to describe the most severely retarded level-generally covers the IQ range of 0-20. Formerly called custodial or Level I.

PROJECTIVE TEST:
Personality test based on the assumption that any vague, unstructured stimulus will reveal unconscious aspects of one's perception and personality. Such tests include the Rorschach ink blots, drawings, the Inematic Apperception Test, picture completion, and story and sentence completion test.

PSYCHOMOTOR:
Pertaining to the motor effects of psychological processes. Psychomotor tests are tests of motor skill which depend upon sensory or perceptual motor behaviors.

READINESS TEST:
A test that measures the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for undertaking successfully some new learning activity. Thus, a reading readiness test indicates the extent to which a child has reached a developmental state where he may profitably begin a formal instructional program in reading.

REGULAR CLASS PLACEMENT PLUS ASSISTANCE IN THE RESOURCE ROOM AND/OR FROM THE RESOURCE TEACHER:
Student enrollment in a regular classroom and supplemental or remedial instruction in a resource room.

REGULAR CLASS PLACEMENT PLUS ITINERANT SERVICES:
Student enrollment in the neighborhood school plus special education personnel providing direct services to the student and teacher.

REGULAR CLASS PLACEMENT WITH OBSERVATION AND CONSULTATION FROM SPECIAL EDUCATORS PLUS RECOMMENDATION AND/OR PROVISION OF SPECIAL MATERIALS:
Enrollment in the regular class on a full-time basis with supportive assistance from special education personnel including observation, consultation, diagnostic methods, and specific materials.

RELIABILITY:
The extent to which a test is consistent in measuring whatever it does measure; dependability, stability, relative freedom from errors of measurement. Reliability is ususally estimated by some form of reliability coefficient or by the standard error of measurement.

RESIDENTIAL SCHOOL:
This school provides a home-away-from-home setting for the child, and is primarily used for a child who is multi handicapped or whose school district cannot give him the special help he needs. Such is often the case with small rural schools.

RESOURCE TEACHER:
A specialist who works with children with special learning needs and acts as a consultant to other teachers, providing materials and methods to help children who are having difficulty within the regular classroom. The resource teacher may work from a centralized resource room within a school where appropriate materials are housed.

SCOLIOSIS:
Curvature of the spine.

SELF-CARE SKILL:
The ability to care for oneself; usually refers to basic habits of dressing, eating, etc.

SEVERELY MENTALLY RETARDED:
The general IQ range of 20-34; those who fall between the profoundly retarded and moderately retarded.

SHELTERED WORKSHOP:
A facility (usually in the community) which provides occupational training and/or protective employment of handicapped persons.

SPECIAL CLASS IN REGULAR SCHOOL:
A student receives his academic instruction from a special education teacher, but may attend school-wide activities such as assemblies, concerts, or non-academic classes such as physical education or industrial arts with his peers.

SPECIAL DAY SCHOOLS:
Schools designed for students who have a serious handicap or are multiply handicapped and need comprehensive special education services for their entire school day.

SPECIAL EDUCATION:
A subsystem of the total educational system responsible for the joint provision of specialized or adapted programs and services (or for assisting others to provide such services) for exceptional children and youths.

SPECIAL EDUCATOR:
One who has had special training or preparation for teaching the handicapped; may also work cooperatively with the regular classroom teacher by sharing unique skills and competencies.

SPECIFIC LEARNING DISABILITY CHILDREN:
Those children who manifest an educationally significant discrepancy between their estimated intellectual potential and their actual level of performance in one or more of the procession of language, perception, reading, spelling, arithmetic, or writing, which may or may not be accompanied by demonstratable central nervous system dysfunctions or behavioral disturbances.

SPEECH IMPAIRED:
The study and treatment of all aspects of functional and organic speech defects and disorders; often the same as speech correction.

STRABISMUS:
Lack of coordination in the eye muscles so that the two eyes are not directed at the same point.

TACTILE:
Pertaining to the sense of touch.

TRAINABLE MENTAL RETARDATE (TMR):
A mentally retarded individual who is likely to show distinct physical pathology and for whom training programs are directed primarly at self-care rather than vocational development.

VISUAL ACUITY:
Measured ability to see.

VISUAL MOTOR COORDINATION:
The ability to coordinate vision with the movements of the body or parts of the body.

VISUAL PERCEPTION:
The identification, organization and interpretation of sensory data received by the individual through the eye.

DEFINITIONS OF TERMS COMMONLY USED IN VOCATIONAL EDUCATION

GENERAL EDUCATION

General Education is concerned with the needs that are common to all members of society, and with those that enable individuals to live with others, in order that they may be active in the social and democratic phases of life. Such education focuses upon knowledge, skills, and attitudes that are held useful for successful living, without reference or application to any particular vocation. General education fits people for life in general and acquaints them with the means of sustaining life.

PRACTICAL ARTS EDUCATION

A type of functional education predominantly manipulative in nature which provides learning experiences in leisure time interests, consumer knowledge, creative expression, family living, manual skills, technological development, and similar outcomes of value to all. (AVA definition, 1968).

VOCATIONAL EDUCATION

Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree. (AVA definition, 1968).

ADVISORY COMMITTEE

A group of persons, usually outside the educational profession selected for the purpose of offering advice and counsel to the school regarding the vocational program. Members are representatives of the people who are interested in the activities with which the vocational program is concerned.

AGRICULTURE/AGRIBUSINESS EDUCATION

An occupation in Agriculture/Agribusiness is defined as an employment opportunity requiring competencies in one or more of the areas of plant science, animal science, soil science, management, mechanization, conservation, environmental quality, human relations, and leadership development needed to satisfactorily fulfill the employment needs in one or more of the functions of producing, processing, and/or distributing products and services related thereto.

DISTRIBUTIVE EDUCATION

Distributive education identified a program of instruction designed to meet the needs of persons enrolled in secondary, post-secondary, and adult programs by:

1. Introducing and orienting each individual to the field of distribution,
2. Providing educational experiences which will enable the student to achieve career-level employment, and
3. Creating an occupational learning environment which will contribute to an increasing awareness of career opportunities, advancement, and educational patterns for continued achievements in this field.

BUSINESS AND OFFICE EDUCATION

Business and Office Education shall be designated to meet the needs of persons enrolled in secondary, post-secondary and adult programs and has as its purpose initial preparation, refresher, and/or upgrading of individuals leading to employment and advancement in business and office occupations.

COORDINATING TEACHER (TEACHER COORDINATOR)

A member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordination of classroom instruction with on-the-job training.

COORDINATOR (COOPERATIVE EDUCATION)

A member of the school staff responsible for administering the school program and resolving all problems that arise between the school regulations and the on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

ON-THE-JOB TRAINING

Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid.

STATE PLAN

An agreement between a state board for vocational education and the U.S. Office of Education describing (a) the vocational education program developed by the state to meet its own purposes and conditions and (b) the conditions under which the state will use federal vocational education funds (such conditions must conform to the federal acts and the official policies of the U.S. Office of Education before programs may be reimbursed from federal funds.)

VOCATIONAL SCHOOL

A school which is organized separately under a principal or director for the purpose of offering training in one or more skilled or semi-skilled trades or occupations. It is designed to meet the needs of high school students preparing for employment and to provide upgrading or extension courses for those who are employed.

VOCATIONAL SUBJECT

Any school subject designed to develop specific skills, knowledge, and information which enable the learner to prepare for or to be more efficient in his chosen trade or occupation.

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Consumer and Homemaking Education is education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, textiles and clothing, housing, family relations, and management of resources with emphasis on selection, use, and care of goods and services, budgeting and other consumer responsibilities. Such programs shall be designed to meet the needs of persons who have entered or are preparing to enter useful employment in the home and enrolled in secondary, post-secondary, or adult programs.

COOPERATIVE VOCATIONAL EDUCATION

A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study (vocational education) programs.

DIVERSIFIED OCCUPATIONS EDUCATION PROGRAM

The diversified occupations education program provides an opportunity for schools in small communities to provide vocational education with supervised work experience in a variety of occupations. It can be utilized in communities which are not large enough to provide part-time jobs in sufficient quantity to support an occupational experience program in a particular area (e.g., agriculture, distributive, business, home economics, health, or trades and industries).

If a program related to his/her vocational objective is offered in the school, a diversified occupations student should be enrolled in or have completed course work in this program. If it is not offered, the student could go directly into the diversified occupational education program his/her senior year.

HEALTH OCCUPATIONS EDUCATION

Vocational education in health occupations shall be designed for persons who are preparing to enter one of the health occupations, and for persons who are or have been employed in such occupations in hospitals or institutions or establishments other than hospitals which provide patients with medical services.

HOME ECONOMICS RELATED OCCUPATIONS PROGRAMS

Vocational education in home economics shall be designed to meet the needs of persons (enrolled in secondary, post-secondary, or adult programs) who have entered or who are preparing to enter gainful employment in an occupation involving knowledge and skills of home economics subjects (here after referred to as home economics related occupations).

TECHNICAL EDUCATION

Technical education shall be designed to train persons for employment as highly skilled technicians in recognized technical occupations requiring scientific knowledge. It is believed that technical education should be conducted primarily on the post-high school and/or adult level.

TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education has as its purpose to provide students with an understanding and the technical knowledge of our industrial society, to develop the necessary skills for employment in the skilled and semi-skilled trades, crafts, or occupations which directly function in the designing, producing, processing, assembling, maintaining, servicing or repairing any manufactured product.

Training in trade and industrial education enables young men and women to prepare for initial employment in trade, industrial and technical operations. The basic principle of trade and industrial education is learning by doing. The needs of the individual worker are the foundations upon which all instructional activity is based. Instructional objectives shall be tied to the skill or trade being pursued as a career.

WORK-STUDY PROGRAM

The work-study program is designed to provide part-time employment for youths who need the earnings from such employment to commence or continue their vocational education program.

SPECIAL VOCATIONAL NEEDS

Vocational education for disadvantaged or handicapped persons supported with funds under the Vocational Education Act of 1976 (P.L. 94-482) to include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their handicapping condition. These programs and services may take the form of modification of regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special remedial instruction, guidance, counseling or testing services, employability skills training, communications, skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.

It is working with those individuals in need of vocational training who cannot succeed in a regular vocational program due to handicapping conditions or the effects of disadvantagement.

Disadvantaged means persons (other than handicapped) who have academic or economic handicaps and those who have limited English speaking abilities, who require special services and assistance in order for them to be able to succeed in regular vocational education programs.

A. Academic Handicaps will be determined by (1) instructor's records which indicate that the student cannot succeed in vocational education programs without special support services or (2) information obtained from tests which indicate that the student needs help in one or more academic areas in order to be able to succeed in regular vocational education programs.

B. Economic Handicaps will be determined on the basis of the Family Income Level standards established by the United States Department of Commerce and/or the United States Department of Agriculture for the issuance of Free and Reduced Price Meals providing that the economic handicap is impairing the student's success in regular vocational education programs.

C. Limited English-Speaking Ability. Persons who demonstrate minimal ability or lack the ability to express fundamental needs or thoughts lucidly, are unable to follow directions or react appropriately, and exhibit unnatural reticence in communicating with classmates, may be considered to lack a functional command of the English language.

Handicapped means persons who are (a) mentally retarded, (b) hard of hearing, (c) deaf, (d) speech impaired, (e) visually impaired, (f) seriously emotionally disturbed, (g) crippled, (h) have specific learning disabilities, and (i) other health impairments.

DEFINITIONS: WORK EVALUATION FACTORS

Reaction to criticism is the manner (cooperative, passive, agressive, agressive passive) in which a person responds to criticism focused upon improving his work performance.

Reaction to praise is the manner in which the client responds to praise.

Reaction to Superivision is the manner in which the individual reacts to supervisory personnel in the work setting. Cooperativeness.

Reaction to Co-Workers is the person's reaction to peers of both sexes.

Motivation (Work Attitude) is the degree to which one invests himself emotionally and physically in his own vocational rehabilitation program.

Initiative is the degree to which the client is a self-starter and the ability to organize his work in such a way as to be as self-reliant as possible.

Work Quality is the degree of accuracy and adherence to quality control standards demonstrated by a person's work.

Production Rate is the job output as compared to the production requirements.

Fine Finger Dexterity is the ability to move a finger and manipulate small objects with the finger rapidly and accurately.

Finger Dexterity is the ability to move a finger or fingers purposefully.

Manual Dexterity is the ability to move one or both hands purposefully.

Tactile Strength is the degree to which a person can utilize his hand and finger strength.

Bi-Manual Coordination is the ability to move both hands so as to maintain any desired relationship between them.

Eye-Hand Coordination is the ability to move one or both hands to a point focused upon by the eyes.

Hand-Foot Coordination is the ability to move the hands and feet in any combination so as to maintain any desired relationship between them.

Eye-Hand-Foot Coordination is the ability to coordinate simultaneous movements of the eyes, hands, and feet rapidly and accurately.

General Coordination is the ability to move various parts of the body simultaneously so as to maintain any desired relationship between them.

Motor Coordination is the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

Size Discrimination is the ability to distinguish the difference in sizes of objects.

Form Discrimination is the ability to distinguish the difference in forms of objects.

Color Discrimination is the ability to distinguish the difference in basic colors and their shadings.

Tactual Perception is the ability to distinguish temperature, texture, and contour by touch.

Following Verbal Instructions is the ability to appreciate and retain verbal instructions.

Following a Model is the ability to construct an object by examining an example model.

Following Diagrammatic Instructions is the ability to comprehend and effectively utilize a drawing or a sketch.

Counting Ability is the ability to correctly recognize and/or name numbers in sequence.

Measuring Ability is the ability to utilize a ruler to accurately determine the length of specific distances and/or objects.

Numerical Ability is the ability to perform basic mathematical operations (add, subtract, multiply, divide) and to perform basic concepts such as making change.

Ability to Use Hand Tools is the ability to correctly select, use and care for hand tools.

Reasoning Ability is the ability to make judgements or decisions independently and with a reasonable amount of accuracy.

Sitting Tolerance is the capacity to work in a sitting position for extended periods.

Standing Tolerance is the capacity to work in a standing position for extended periods.

Reaction to Power Machinery is the ability to control one's fear of power machinery and to develop a tolerance for the noise and a safety awareness for possible hazards of said equipment.

Adaptability to Work Conditions is the ability to tolerate materials and work conditions normally considered undesirable.

Ability to Use Residual Vision is the ability to make the most effective use of residual vision in combination with all of the remaining senses.

Retention is the ability to preserve knowledge and develop abilities so as to make recall and recognition possible and relearning easier than learning new material.

Frustration Tolerance is the degree to which the individual can cope with his anxieties and channel his energies into productive work areas.

Constructive Imagination is the ability to synthesize the components of an object so as to obtain a correct concept by relating some of the components of the object to is function.

Time and Motion Economy Consciousness is the ability to maintain awareness of efficient production methods and to use a smoothly flowing work rhythm.

Safety Awareness is the ability to maintain awareness of hazards within the area and to retain knowledge concerning all appropriate safety regulations.

Orderliness is the ability to maintain one's work and work station in a neat effective manner.

Application to Work is maintaining a sustained effort despite internal and/or external interferring factors and the degree to which the individual is able to effectively channel his energies into productive work.

Material Control is the ability to maintain the appropriate direction of various types of raw materials during processing by hand and power tools.

Memory for Sequence of Operations is the ability to follow routinely the appropriate sequence of steps in a complex operation.

Kinesthetic Memory is the ability to appreciate and retain proportion, distance, and contour by touch.

Learning Ability is the thoroughness and facility with which knowledge is acquired and abilities are developed.

Physical Orientation is the ability to find and keep one's auditory horizon and to discern the location of and the relationship between points of reference.

Manipulative Ability is the ability to manipulate and handle difficult or pliable objects.

Imaging Ability is the ability to picture mentally an object and then put it together.

Form Perception is the ability to perceive pertinent detail in objects or in pictorial or graphic material.

Spatial Discrimination is the ability to comprehend forms in space and understand relationships of plane and solid objects.

GLOSSARY OF COMMON ACRONYMS

AAMD - American Association of Mental Deficiency

APA - American Psychological Association

AVA - American Vocational Association

BOAE - Bureau of Occupational Adult Education

BOE - Business Office Education

BEH - Bureau of Education of the Handicapped

CEC - Council of Exceptional Children

COE - Cooperative Occupational Education

COHI - Crippled and Other Health Impaired

CDC - Division for Career Development, Council for Exceptional Children

DE - Distributive Education

DECA - Distributive Education Clubs of America

ED - Emotionally Disturbed

EMR - Educable Mentally Retarded

EPDA - Educational Professional Development Act

FBLA - Future Business Leaders of America

FHA - Future Homemakers of America

HERO - Home Economics Related Occupations

HEW - Department of Health, Education and Welfare

IA - Industrial Arts

IEP - Individualized Education Program

LEA - Local Education Agency

LD - Learning Disabled

MR - Mentally Retarded

NAVESNP - National Association of Vocational Education Special Needs Personnel, AVA

OH - Orthopedically Handicapped

SEA - State Education Agency

SLD - Specific Learning Disability

SpEd - Special Education

SVN - Special Vocational Needs

T&I - Trades and Industries

TMR - Trainable Mentally Retarded

USOE - United States Office of Education

VEPD - Vocational Education Professional Development

VICA - Vocational Industrial Clubs of America

VoAg - Vocational Agriculture

94-142 - Public Law 94-142 (Education of the Handicapped Act)

94-482 - Public Law 94-482 (Education Amendments of '76)

Section 504 - Section of the Rehabilitation Act of 1973

RETARDED

Of three levels of mental retardation, educable, trainable, and severely/profoundly retarded, pupils who are integrated into regular school programs will probably be those with problems in learning which fall into the educable range. Perhaps the years ten to sixteen show the greatest differences. The slowest pupils will be in need of continued help in speech and language, and their interest and attention will be short-lived. Academic learning has the greatest chance of success during the period up to age sixteen; beyond that age most of those who are educable have reduced interest in schooling. The educable may acquire increasing facility with reading, the tool subjects, and possibly social studies. Occupational considerations and vocational planning are serious issues for the adolescent retardate; in many ways the mildly retarded adolescent resembles brighter youngsters and discovery of the other sex, the personal problems of adolescence combined with limited ability to cope with them, and adjustments to physical changes emerge as frustrations for them.

Some suggestions for adaptations to the curriculum which might allow the mildly retarded (educable) to succeed in a regular setting for a part of instruction include: provide readiness activities in the form of vocabulary development and concrete materials when new information is introduced; illustrate with visuals or real materials those items which are being introduced for the first time; use auditory input of information for printed materials presented; break tasks or directions into small, sequential steps; give feedback to learner when correct responses are made; use a peer tutor or aide to determine that the work assigned is understood and that the pupil is handling it correctly; use behavior management techniques and/or strategies which are suggested by the counselor or educational diagnostician.

RESOURCES

Systems O N E (Orientation Normal Environment) Kit: For Facilitating the Integration of Hearing Impaired Children into Regular School Classes. Salt Lake City, Utah: Department of Special Education, University of Utah, 1974.

Strategies and Techniques for Mainstreaming: A Resource Room Handbook. Monroe, Michigan: Monroe County Intermediate School District (1101 South Raisinville Raod 48161), 1975. $12.50.

Jordan, Thomas E. The Mentally Retarded, Fourth Edition. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976. $12.95.

Long, Nicholas J., William C. Morse and Ruth G. Newman. Conflict in the Classroom: The Education of Children with Problems, Second Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1971. $12.95.

TEACHING TECHNIQUES FOR SLOW LEARNERS

Many suggestions have been made regarding specific techniques that teachers of slow learners should use. The ones most frequently mentioned follow:

1. Simplify activities because these students cannot see as far ahead as others; shorten in length and narrow in scope.
2. Set up plans that are clear, definite, and precise.
3. Make relationships obvious.
4. Use demonstrations generously, making them concrete and tangible rather than verbal and abstract; include illustrations, audiovisual aids, field trips, and direct experiences.
5. Use drill and practice, but not meaningless rote or repetition; quantity without quality is futile.
6. Evaluate frequently and reassure often to help compensate for past frustrations, but give praise only if earned.
7. Develop "pride in outfit," in accomplishment, and in appearance.
8. Stress the practical and the immediate meaningful, such as current happenings at home, in school, in the community and in world affairs.
9. Capitalize on individual abilities, such as those of an athletic, mechanical, social, artistic, or other nature; encourage creative ideas and interest or hobbies.
10. Refrain from undue pressures.
11. Use procedures that encourage student expression, including teacher-pupil planning and group processes in classroom activities.
12. Seek and bring out vocational ambitions that are realistically founded.

CHARACTERISTICS OF LEARNING DISABLED ADOLESCENTS

AFFECTIVE - Feelings about self, others, the world (Drake and Cavanaugh in Anderson)

Normal Adolescent Development	Learning Disabled Adolescent Behavior	Distinguished From Younger L.D. Children	Implications For Educators and Parents
Accepting one's self	Low ego status Low self esteem Depression	Adolescents have experienced more school failure--often closer to giving up.	Provide success in areas of weakness (reading, etc.). This implies accurate assessment. Remediation that fails is harmful.
	Paralysis of effort (difficulty starting, finishing, or correcting own work based on fear of failure).		Structure tasks, provide definite starting point leading to immediate success. Reward task completion.
New relations with age mates of both sexes and cultures	Supersensitivity to external cues (greatly concerned with how others treat them and feel about them). May overreact. Impulsive.	Adolescent may be better able to delay responses in appropriate manner.	Quiet firmness and optimism. Order. Don't overreact.
Increasing awareness of socially responsible behaviors.	Frequent lack of self-awareness--especially impact on others. Demanding, poor social judgement, emotional lability.	Adolescent generally less variable in emotional response.	Surface counseling. Direct instruction in this area.
	Time panic (need for haste to recover).		Leads to interference with learning. Give feedback and rewarding.
Establishing emotional independence from parents and others. Selecting and preparing for an occupation which assures economic independence.	Ambivalence over intelligence and dependency.	A more dependent relationship is expected from the younger L.D. child.	Point out strengths and weaknesses to the student and allow him to participate in decisions which affect him. Avoid relationships which lead to over-dependency. Peer tutoring. Career education.

Normal Adolescent Development	Learning Disabled Adolescent Behavior	Distinguished From Younger L.D. Children	Implications For Educators and Parents
MOTOR BEHAVIOR ATTENTION (Wilcox in Anderson) (Lehtinen-Rogan in Schloss)			
	Hyperactivity--tapping, grimacing, tice, tics, rigidity. Hypoactivity.	Adolescent is not jumping out of his seat in class or climbing on top of the refrigerator at home.	Structured classroom, shorter varied work assignments. Behavior management.
Longer attention span normally develops.	Short attention span. Distractibility. Perseveration. Goof-offs or anxiety ridden.	Adolescent attention span is longer, but not long enough for new demands.	Medical consultation/ medications.
Period of rapid physical growth. May appear awkward or clumsy.	Incoordination. Difficulty with tennis, baseball, or complex social games. May fail to appear for P.E.	Adolescent incoordination is often more subtle. Often noticed only by the P.E. teacher.	Courses requiring fine motor coordination may be ill-advised option for the language disability student (typing, welding). Allow student to enter into the interest groups.
PERCEPTUAL-MOTOR (Wilcox in Anderson)			
	Time passing and space location. "Where am I in time and space."	Compensations make adolescent more difficult to spot.	Avoid punishment which is inappropriate (insensitive). Help student with scheduling.
THINKING AND MEMORY (Wilcox in Anderson) (Lehtinen-Rogan in Schloss)			
Normal development and expansion of these functions.	Breaks in continuity of thought. Poor feedback, poor organization. Difficulty selecting what is important. Lack of flexibility and resourcefulness. Deficient memory.	More marked and recognizable at secondary level.	Special study routine and memory training course at the secondary level. Regular time and space for study at home. Allowance contingent on work completion. Medical consultation/medication. Tape recorders

SPECIFIC LEARNING DISABILITIES (Wilcox in Anderson)

Normal Adolescent Development	Learning Disabled Adolescent Behvaior	Distinguished From Younger L.D. Children	Implications For Educators and Parents
Develops values, cognitive skills and concepts necessary for civic competence.	Specific language disorders in reading, writing, and spelling. Problems in arithmetic.	Spelling is most often seen residual after reading and writing are conquered.	Remediation and compensation. Accurate assessment. May have to listen to tapes.

References

Anderson, Lauriel E. (Ed.), Helping the adolescent with the hidden handicap. Academic Therapy Publications, 1970.

Schloss, Ellen (Ed.), The Educator's Enigma: The Adolescent with Learning Disabilities. Academic Therapy Publications. 1971.

Siegel, Ernest, The Exceptional Child Grows Up. Dutton and Co., New York, 1974.

SPECIAL VOCATIONAL NEEDS

I. Characteristics that point up persons with special economic needs

1. Economically illiterate
2. Heads of families lack adequate employable skills
3. Opportunities do not exist for employment of more adequate skills
4. Unable to cope with mechanization
5. Environment does not promote skill development
6. Few, if any job choices
7. First to lose job
8. Dependent upon seasonal work
9. Irregular employment
10. Reluctance to accept responsibilties associated with advancement
11. Limited interest in steady employment
12. Reluctance of employer to hire
13. Work experiences are more expendable
14. Face a labor market of reservation
15. Face discrimination
16. Inadequate income
17. Limited resources
18. No bargaining power
19. Insecurity
20. Poor health
21. Dependance upon public assistance

II. Characteristics that point up persons with special social needs

1. Isolation from the mainstream of life
2. Tendency to be forced to remain on periphery of the community

3. Accepted as being separate and apart
4. Constant fear of repercussion
5. Taught values but denied legitimate means of achieving
6. Lack of exposure to minimum standards of enlightenment and culture
7. Taught that people are different, therefore they should act accordingly
8. Dependance upon services offered by social agencies
9. Absence of a voice in policy making
10. Acceptance of status quo
11. Failure to exercise the rights of a citizen
12. Remembers only evils of the past
13. A belief that the individual has no worth
14. Plagued by a negative self-image
15. A feeling that no one cares
16. Suspicious and hostile toward man-made laws
17. Lack of successful adult "models"
18. Lack of participation in youth organization
19. Change residence often

III. Characteristics that point up persons with special physical needs

1. Poor general health
2. Poor health practices
3. Patients are often treated according to their ability to pay
4. Definitions of health terms are different
5. Treatment of illness is not prescribed through medical channels
6. Poor sight
7. Poor hearing
8. Dental troubles
9. Under nourished

10. Lack of proper sleep
11. Loss of sight - hearing
12. Loss of limbs

IV. Characteristics that point up persons with special academic needs

1. Products of environments which are not conducive to learning
2. Poor educational background
3. Learn at a different rate from the majority of individuals
4. Level of IQ is below 90
5. Discontinued school for a good reason
6. Experiences are narrow
7. Limited travel experience
8. Continued involvement with people like themselves
9. Discriminated against standards of enlightenment and culture
10. Lack exposure to minimum standards of enlightenment and culture
11. Lack of finance
12. Must have and see immediate progress being made toward a goal
13. Plagued by a negative self-image
14. Low-level reading ability
15. Limited formal vocabulary
16. Poor speech and diction
17. A negative individual attitude
18. Slow in intellectual performance
19. Have few successful school experiences
20. Poor attendance records
21. Low intelligence scores
22. Learns slowly
23. Lack parental interest or guidance

CHECKLIST - SECONDARY SCHOOL

	Always	Most of the time	Sometimes	Little of the time	Rarely
READING					
1. Reading is mechanical, without expression					
2. Guesses words based upon a few letters (the first, last letters)					
3. Reads unevenly					
4. Reads past mistakes without attempting to correct errors regardless of meaning					
5. Reads very slowly, sounding out words as he goes					
6. Repeats words, loses place, goes back to find place					
7. Unable to blend sounds together to get words					
8. Moves lips during silent reading (subvocalizes)					
9. Does not seem to understand what he or she has read despite being able to read fluently					
10. Comprehends what is read to him/her better than what he/she reads himself					
11. Does not read willingly					
WRITING					
1. Organizes ideas into meaningful paragraphs					
2. Punctuates correctly					
3. Writes complete sentences					
4. Reverses letters in a sequence e.g. calm-clam, girl-gril, dirt-drit, saw-was					
5. Spells phonetically, does not write non phonetic words correctly, e.g. thier, howse, eiate, ect.					
6. Erases, crosses out, messes up work with scribbling when it does not please him					
7. Does not write within lines on paper, indent paragraphs or follow correct form for writing					
8. Written work deteriorates when under pressure of time testing or when work is long or demanding					
9. Work shows poor placement on a page. Work is spaced erratically on the paper, especially math or science drawings					
10. Avoids written work though highly verbal in class					
SPEAKING					
1. Articulates clearly and understandably					
2. Pronounces ending sounds in words correctly					
3. Has tendency to confuse words he hears: profane become propane, animal becomes aminal, very becomes revy					

	Always	Most of the time	Sometimes	Little of the time	Rarely
4. Speaks quickly, nervously, thus is hard to follow or understand at times					
5. Answers questions tangentially and has difficulty in getting to the point of what he is trying to say					
6. Has difficulty finding the correct words when speaking					
7. Interrupts himself when speaking, distracts himself and changes the subject, is fragmented and disorganized					
LISTENING					
1. Does not seem to listen to instructions					
2. Does not attend to what is happening in class					
3. Seems to misunderstand language					
MATH					
1. Does he understand place value of number?					
2. Does he have difficulty in spatial concepts? measurement?					
3. Does he have difficulty with time concepts? Seem unaware of relative passage of time? Is he always late?					
4. Does he understand borrowing and carrying in math?					
5. Can he remember math facts (additions and multiplication) and recall them automatically?					
6. Do language problems cause difficulty?					
ATTITUDE					
1. Does he follow through on assigned work in an organized fashion?					
2. Does he follow through on assigned work but become disorganized and fail to complete assignments?					
3. Does he often appear lethargic or apathetic, yawn, appear bored and without energy?					
4. Does his oral performance far excell his performance in written or reading work?					
5. Does he seem to feel inadequate, negative and put himself down?					
6. Does he tend to be a loner, seek out younger children or adults?					
7. Does he handle his frustration by acting out behavior?					

	Always	Most of the time	Sometimes	Little of the time	Rarely
8. Does he shy away from anything new academically, socially, athletically, for fear of failure?					
9. Does he have a shorter attention span than most of his peers?					
10. Does he claim not to need help? Avoid coming for help after school or during tutorials for fear of appearing "stupid," a "dummy?"					

DESCRIPTION OF ASSESSMENT FACTORS

A. Motor: Unilateral

1. Finger Dexterity: this factor involves the manipulation of very small objects with a high degree of control and precision.
2. Wrist Finger Speed: this factor involves coordinated movements of the wrist and fingers (e.g., "tapping") in which speed is important.
3. Arm-Hand Steadiness: the ability to control movement while the arm and hand are motionless or in motion. Important for such tasks as screw-driving or nail driving.

B. Motor: Bilateral

1. Manual Dexterity: involves a coordinated movement involving hand/arm motion in manipulating large objects under speed conditions.
2. Two-Arm Coordination: the ability to move both arms together in a coordinated manner.
3. Two-Hand Coordination: the ability to move both hands together in a coordinated manner.
4. Hand-Tool Dexterity: the ability to transfer the above bilateral factors into practice through the manipulation of hand tools. Speed may or may not be an important component here depending on the skill that is assessed.

C. Perceptual

1. Perceptual Accuracy: relates to a person's ability to perceptually discriminate objects within an environment. A person lacking in this skill loses the ability to perceptually discriminate (seeing, hearing, smell, touch) between objects.
2. Spacial Perception: relates to a person's ability to mentally "visualize" objects in space (3-D).
3. Depth Perception: relates to a person's ability to comprehend depth through spatial relationships of objects. Is an important factor in machine skills.
4. Color acuity: relates to a person's ability to recognize and discriminate between various colors. Is an important factor for jobs requiring "color-coded" components for assembly.

D. Perceptual: Motor Coordination

1. Aiming: precise eye-hand coordination involving the ability to perseverate on a specific target. Example: soldering, fine assembly.
2. Reaction Time: the speed of a response to a given stimulus.
3. Fine Perceptual Motor-Coordination: involves large muscles in highly controlled precision movement.

E. Language Development

1. Vocabulary: the ability to understand word meaning.
2. Reading Comprehension: the ability to comprehend (understand) what has been read.
3. Writing: the ability to express thoughts to others through writing.
4. Spelling: the ability to spell words orally and written.

F. Math Development

1. Number Concepts: counting and use of numbers to represent quantities.
2. Arithmetic Processes: addition, subtraction, division, and multiplication.
3. Arithmetic Reasoning: practical application of basic arithmetic principles in problem solving situations.

G. General Information

The ability to utilize general information gained from past educational experiences.

H. Classification

The ability to classify general information.

I. Social Skills

1. Social Acceptance: "getting along with" and acceptance by peers.
2. Anticipatory Response: the ability to anticipate outcomes of given social situations.
3. Social Maturity: acceptance of personal and group responsibilities.

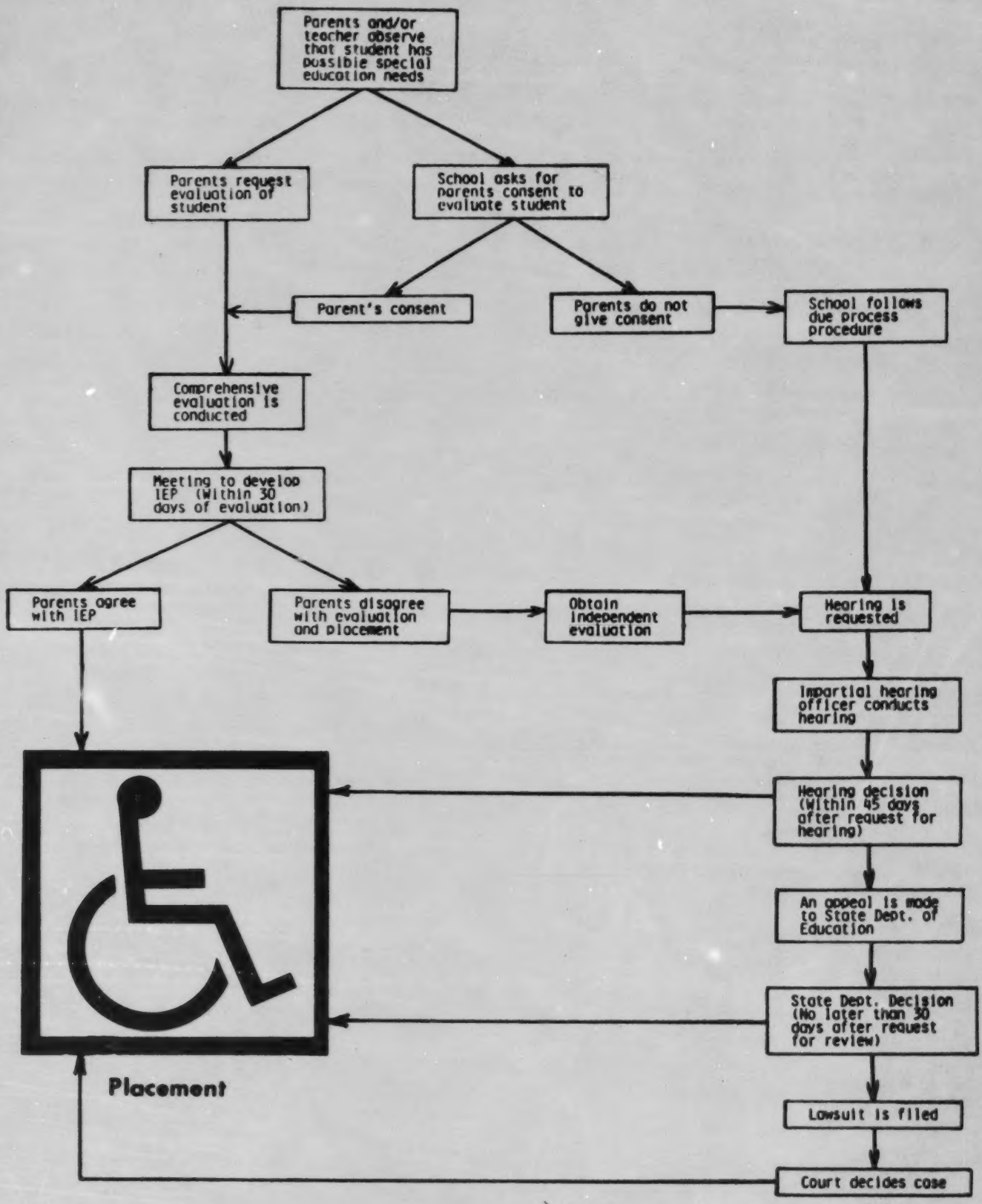
TASK ANALYSIS OF SENSORY-MOTOR AND COGNITIVE SKILLS NEEDED IN TYPING

1. Fine motor coordination and control.
2. Finger strength.
3. Back strength and postural stability.
4. Hands and eyes function independently.
5. Ability to translate from visual to motor.
6. Visual acuity.
7. Ocular-motor control.
8. Ability to concentrate.
9. Good rythmic skills.
10. Ability to organize.
11. Lack of directionality difficulties.
12. Arm and hand coordination.
13. Reasonably equal ability, both left and right hands.
14. Left to right directional skills.
15. Adequate part/whole relationship skills.
16. Ability to cross the midline.
17. Auditory sequential memory.
18. Visual sequential memory.
19. Ability to translate from auditory to motor if using dictaphone.
20. Ability to orient spatially.

Aims Community College
Diagnostic Center

(Parrish)

EVALUATION, PLACEMENT AND DUE PROCESS PROCEDURES


Parents and/or teacher observe that student has possible special education needs
Parents request evaluation of student
School asks for parents consent to evaluate student
Parent's consent
Parents do not give consent
School follows due process procedure
Comprehensive evaluation is conducted
Meeting to develop IEP (Within 30 days of evaluation)
Parents agree with IEP
Parents disagree with evaluation and placement
Obtain independent evaluation
Hearing is requested
Impartial hearing officer conducts hearing
Hearing decision (Within 45 days after request for hearing)
An appeal is made to State Dept. of Education
State Dept. Decision (No later than 30 days after request for review)
Lawsuit is filed
Court decides case
Placement

Developed by Keane C. Turner, Texas A&M University, 1979

VOCATIONAL PROGRAM COMMUNICATION FORM

STUDENT INFORMATION

INSTRUCTOR: _____

PROGRAM: _____

Here is some information that will be helpful when planning the program for _____ who will be in your vocational class during _____.

NAME OF STUDENT: _____ AGE: _____

SCHOOL: _____ YEAR: _____

SPECIAL EDUCATION LIAISON: _____

PHONE NUMBER WHERE THEY CAN BE REACHED AND HOURS: _____

1. STRENGTHS OF LEARNER:

2. MODIFICATIONS THAT MAY BE NEEDED FOR OPTIMUM LEARNING ENVIRONMENT:

3. PERSONNEL/EQUIPMENT AVAILABLE TO MAKE MODIFICATIONS:

4. ADDITIONAL INFORMATION:

ACTIVITY

Design an activity or game to assess a student's ability within your classroom. Take into consideration the following items that would be related to your area.

1. Reading
2. Math
3. Social Skills
4. Motor Skills
5. Survival Skills

REMEMBER — be practical! What do you want to know about the student and how can you find it out without formal testing!

DEFINITIONS OF TERMS REQUIRED BY P.L. 94-142 FOR INDIVIDUALIZED EDUCATION PROGRAMS

The individualized education program, as mandated in Public Law 94-142, the Education for All Handicapped Children Act of 1974, may be viewed as a management tool. It is in fact, the management device which links the child and appropriate services. The federally mandated content requirements reveal the congressional intent that the commitment of resources, linked to the child's needs, fulfill the conditions of a program as opposed to an instructional plan. It is with this understanding that the following terms have been defined as a guide for personnel involved in developing individualized education programs. The terms are listed in the order in which they appear in P.L. 94-142 under the requirements for an individualized education program. (Sec. 602 (19)).

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

These are descriptive statements indicating the child's specific achievements to date in each content area. Present level statements provide the basis for planning annual goals and therefore should indicate the highest skills the child has attained within areas recommended for special education or related services, rather than all of his/her achievements. Such listing should describe specific functioning in child terms rather than listing test scores. However, test data should be used along with teacher/parent observation as the basis for determining present levels of educational performance.

ANNUAL GOALS

Annual goals may be thought of as the "best estimate" of what the child will be able to do in the content areas requiring special education and related services, under the child's individualized education program, by the end of the current school year. Examples:

- Will act according to social rules in work and play
- Will read story silently and tell, illustrate, or act out events in sequence and be able to answer questions on material read

SHORT-TERM OBJECTIVES

These may be viewed as milestone steps which indicate where a child should be at intermediate points throughout the year, since the IEP is not meant to encompass the totality of instructional planning for each child. For example, one objective may be written at three month intervals for a total of three short-term objectives in each content area requiring special education and related services. The following are examples of milestone steps which would be appropriate if the annual goal was that the student would dress self independently:

- Pants on (buttoned and zippered)
- Shirt on
- Accessories on (belt, shoes, socks)

PROJECTED DATE FOR INITIATION OF SERVICES

This is the data when each of the special education and related services which are recommended as part of the child's individualized education program, is expected to begin. For example, transportation, speech therapy, physical therapy may have slightly different initiation dates. However, services should begin as soon after the individualized education program is developed as possible.

ANTICIPATED DURATION OF SUCH SERVICES

This is the length of time that each of the special education and related services, recommended as part of the child's individualized education program will be given. Include length of each session, frequency of sessions and long-range period of time the service is expected to last. For example:

- 45 minutes, twice a week for six months

THE EXTENT OF PARTICIPATION IN REGULAR EDUCATION PROGRAMS

This should be a description including the length of time the child will be involved in regular education activities as well as what those specific activities will be. Both must be specified as part of the child's appropriate education program. For example, three hours daily consisting of:

- Math instruction in the regular 4th grade
- Recess
- Lunch
- Physical Education
- Library
- Assembly programs

APPROPRIATE OBJECTIVE CRITERIA

This is a description of the standard by which service providers may judge whether short-term objectives are met. Criteria must be measurable or observable in some way but may be specified in a variety of ways, such as percent of mastery, as time required to perform a task, or as behavior or performance descriptions. Criteria may be included as a part of the objective statement as in "behavioral objectives" or may be listed in a separate statement referring to the objective.

EVALUATION PROCEUDRES

This section consists of a description of the method that will be used to determine attainment of the prescribed objectives as specified in the criteria. The method chosen should be appropriate for each objective as well as for the child. Some examples of evaluation procedures include:

- Formal observation (frequency count, Yes/No, Log, Checklist, Testimony)
- Paper and pencil tests (multiple choice, fill in the blanks, etc.)
- Performance tests (verbal responses, manipulation of objects, etc.)

EVALUATION SCHEDULE

This is a statement of project times for determining whether the short-term instructional objectives are being achieved. Such evaluation must be done at least annually, at the end of each school year. Good educational practice however, dictates that evaluation is a recurring event and periodic assessment of pupil progress is suggested in order to adjust the individualized education program. The regular reporting period in each school district is a logical time for evaluating pupil progress in prescribed objectives and for reporting findings to the child's parents.

Prepared by: The Policy Research Center, The Council for Exceptional Children

CONTENT OF THE IEP

1. A STATEMENT OF THE STUDENT'S PRESENT LEVELS OF FUNCTIONING TAKEN FROM THE ASSESSMENT DATA AND PRESENTED IN TERMS OF STRENGTHS, WEAKNESSES, AND EDUCATIONAL NEEDS.

2. A STATEMENT OF ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES.

3. A STATEMENT OF THE SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED FOR THE STUDENT, INCLUDING REGULAR EDUCATION, SPECIAL EDUCATION, AND RELATED SERVICES.

4. A STATEMENT OF THE AMOUNT OF TIME TO BE SPENT IN EACH SETTING, THE PROJECTED DATES FOR INITIATION OF SERVICES, THE ANTICIPATED DURATION OF THE SERVICES, AND THE JUSTIFICATION FOR THE PROVISION OF EACH SERVICE.

5. A STATEMENT OF THE SCHEDULES AND CRITERIA FOR EVALUATING EACH SHORT-TERM OBJECTIVE.

6. SIGNATURES OF THE COMMITTEE MEMBERS PRESENT.

IEP TEAM EFFORTS

1. EVALUATION AND SUBSEQUENT PLANNING SHOULD BE ADDRESSED FROM A BROAD PERSPECTIVE, ACROSS THE DISCIPLINE BOUNDARIES SUGGESTED BY THE NATURE OF THE PRESENTING PROBLEMS.

2. ONLY TEAM RECOMMENDATIONS SHOULD BE SUGGESTED THAT HAVE A HIGH PROBABILITY OF BEING IMPLEMENTED.

3. THE APPROACHES, MATERIALS, AND METHODS THAT MAY BE RECOMMENDED SHOULD BE READILY AVAILABLE TO THOSE CHARGED WITH IMPLEMENTATION.

4. EFFORTS SHOULD TAKE INTO ACCOUNT THE SPECIFIC CONSIDERATIONS OF THE SITUATION AND THE GOALS OF THE INDIVIDUALS INVOLVED.

5. REPORTS AND THE IEP SHOULD BE CLEARLY WRITTEN IN A FORM THAT IS EASILY UNDERSTOOD BY THE READER.

6. ACCOUNTABILITY FOR FOLLOW-THROUGH SHOULD BE JOINTLY ASSUMED BY TEAM MEMBERS.

BARRIERS TO TEAM FUNCTIONING

1. Lack of understanding of differing theoretical orientations.
2. Territoriality.
3. Professional insecurity.
4. Rivalry.
5. Lack of role definition.
6. Lack of leadership.
7. Lack of authority.
8. Lack of understanding of team function.
9. Procedural problems.
10. Cultural conflicts.
11. Interpersonal conflicts.
12. Individual participation problems.
13. Lack of active parent involvement.

Barriers to Team Functioning*

1. Lack of understanding of differing theoretical orientiations. It has been only in recent years that interdisciplinary training programs have been initiated that respond to these concerns.

2. Territoriality. Because of the overlap within several of the disciplines usually represented on a team, for example, psychology and social work, professional jealousy focused upon the nature of individual contributions may surface.

3. Professional insecurity. In some cases individuals may demonstrate reluctance to present their individual viewpoints for fear of appearing less than adequate in the eyes of their colleagues.

4. Rivalry. Competition may occur between members who perceive their roles as the most critical to the team.

5. Lack of role definition. Other than within a general framework, for example, "psychologists gather intellectual data," many teams do not have operating guidelines. Frequently team members may proceed to "do their own thing" rather than participate in a systematically coordinated effort for the benefit of the exceptional student.

6. Lack of leadership. The quality of work accomplished by the team is directly related to the effectiveness of the leadership. The leadership role may be assigned arbitrarily through administrative edict. In some instances the leadership is allowed to emerge naturally with no rules or conditions as to who may assume this role. A comparatively recent development in teaming has been the use of the "case manager" concept. A team member is assigned as case manager for an individual case and assumes the team leadership role for that particular assignment.

7. Lack of authority. Teams may be transient, moving from school to school. Recommendations deemed vital for a given case may not have adequate follow through either due to "slippage" or lack of authority, which serves to dilute team efforts and services for students.

8. Lack of understanding of team function. Teams may be expected to solve all "emergencies" within a school setting, which might involve a short circuiting of established procedures, thus weakening team impact at a later time. Other school personnel frequently resent perceived "freedom" by team members. There also may be attempts within the school to manipulate team recommendations to personal benefit, such as to remove a "problem" child to the special class without efforts to accommodate the child within the regular classroom.

* Morgan, W. G. and Bray, N. M. Establishing and maintaining the IEP team. In B. B. Weiner (Ed.), Periscope: views of the individualized education program. Reston, VA: Council for Exceptional Children, 1978.

9. Procedural problems. Conflict frequently occurs between team members regarding the assumption of responsibilities such as completion of team paper work and performance of liaison roles within the different schools.

10. Cultural conflicts. Discord may occur in teams whose members are of differing cultural persuasions or whose sex roles follow traditional patterns, for example, males make the decisions, females do the clerical work.

11. Interpersonal conflicts. Generally, little consideration is given to interpersonal issues prior to team formation. As a result, personality conflicts between members may surface which will deter effective interdisciplinary functioning if not resolved.

12. Individual participation problems. Generally, the broader the participation among members of a team, the greater is the level of involvement. Some familiar roles previously addressed include the nonparticipant or the dominator, which impede effective team cooperation.

13. Lack of active parent involvement. Traditionally parents have not been encouraged to be active participants in the educational process. Recently, however, this has been changing. As a result schools are required to facilitate parent involvement in planning and implementing educational programs. But being a new experience, the parent-school relationship gives rise to many real and imagined problems.

EDUCATIONAL PROGRAM PLACEMENTS

THE EDUCATIONAL PROGRAM PLACEMENT MAY INCLUDE:

(A) PROGRAMS OPERATED BY THE DISTRICT;

(B) PROGRAMS OPERATED COOPERATIVELY WITH OTHER DISTRICTS;

(C) PROGRAMS OPERATED BY OTHER DISTRICTS, APPROVED REGIONAL EDUCATION PROGRAM SERVICES, AND REGIONAL DAY SCHOOL FOR THE DEAF PROGRAMS;

(D) CONTRACTS WITH APPROVED NON-PUBLIC SCHOOLS, WHERE THE STUDENT RESIDES WITH PARENT ON A DAY-BY-DAY BASIS;

(E) APPROVED EDUCATIONAL PROGRAMS OPERATED BY OR UNDER THE SUPERVISION OF OTHER UNITS OF STATE GOVERNMENT;

(F) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS IN THE STATE; AND

(G) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS OUT OF THE STATE.

LEVELS OF SPECIAL EDUCATION SERVICES

*Most integrated=Level 1--Plans 1, 2 & 3
**Least integrated=Levels V & VI--Plans 8, 9, 10 & 11

Level	Plans	Career/Vocational Services
I. Student is served in the general education program, receiving supplementary services.	1. Special Education instructional materiasl & equipment only; enrolled in a regular day program	Industrial Arts, Business Education, Home Economics, T&I, Health Occupations, Agriculture in a Comprehensive H.S. or in a Voc-Tech School; Community College, Jr. College or private vocational school that serves the non-handicapped population.
	2. Special education instructional materials & equipment plus special education consultative services to regular teachers only; enrolled in a regular day program.	Supportive vocational rehabilitation services, OT, PT & CETA may be utilized.
	3. Itinerant or school-based special education tutors; enrolled in a regular day program.	
II. Student is served through a special education program not to exceed an average of 1 hour per school day.	4. Special education resource room & teacher; enrolled in a regular day program.	Same as Level 1, but may receive services from Vocational Support Services Team; Work Adjustment Counselor; Vocational Evaluator; direct vocational rehabilitation counselor involvement; and special education personnal & support services.
III. Student is served by receiving special education services not to exceed an average of 3 hours per school day.	5. Part-time special day class where enrolled; receives some academic instruction in regular day program.	See Levels I & II. May also be enrolled in a secondary work experience program for handicapped students such as the Vocational Development Program in P.G. County or a special CETA or Voc. Rehab. Program

Level	Plans	Career/Vocational Services
	6. Combination special & regular day program, receives no academic instruction in regular classes.	
IV. Student is served by receiving special educational services not to exceed 6 hours per school day.	7. Self-contained special day class where enrolled; generally receives no academic or other instruction in regular classes.	Same as previous levels, but may be heavier concentration of pre-vocational & vocational training in a self-contained setting; i.e., programs where special I.A., T&I, Home Economics, Business Ed., etc. programs are offered for handicapped only. P.G. Vocational Development; CETA programs and Voc. Rehab. programs plus utilization of other funding sources and rehabilitation facilities. Sheltered transitional employment may be public school goal for youth enrolled in these programs.
V. Student requires a comprehensive special education setting for his entire school day in a special wing or day school.	8. Special day school.	Comprehensive services are extensively provided in all areas. Pre-sheltered employment training is generally emphasized for those youth who are ready for developing vocational skills. Emphasis, however, is generally on self-help, functional academics and very rudimentary vocational skills.
VI. Student requires 24 hour special education programming and personal care.	9. Special boarding school or residential facility. 10. Hospital instruction. (student may be integrated back into any Level)	See previous levels. In some cases vocational habilitation may not be a goal. Sheltered employment is generally recommended for most. On-site work programs such as sheltered workshops, skills training and Industrial Therapy programs

Level	Plans	Career/Vocational Services
	11. Homebound instruction. (student may be integrated back into any Level)	may be utilized. Emphasis is returning individual to society (half-way homes, group homes, apartment programs, foster care). True interdisciplinary model is usually in effect.

GENERAL PRINCIPLES OF INDIVIDUALIZATION

The key to handling students of many different abilities, learning styles and learning problems is a teacher's ability to individualize instruction. Individualization may take place in four broad areas:

*Curriculum content may be varied. Material can be offered from the concrete to the abstract level; the depth and breadth of coverage of a topic can differ. The selection of topics within a specific area or unit is determined by the interest of the students. Wide course election may be offered to stimulate interest and allow student choices.

*The auditory, visual, motor or kinesthetic methods of communicating to students and receiving learning from them may be used. Valid substitutes can be found for the traditional book-oriented and written resource classroom work so that students with learning problems can keep up with the class in getting content.

*Administrative arrangements in school may be broadened to encourage flexible grouping of students and teachers. Programs of studies may provide flexibility to meet individual needs.

*Creative use of community resources may make it possible for school credit to be given for out-of-school training or work experiences so that students who find school difficult to tolerate can continue with planned programs.

Once a teacher begins to make plans for students with learning problems, the whole class may benefit, for all students have strengths and weaknesses and planning should take into consideration the needs of all.

INDIVIDUALIZING INSTRUCTION
USING THE INTEREST APPROACH TO TEACHING

Objectives:

The overall objective is to plan a Learning Activity Packet based on the student's interests and one which will be compatible with his/her academic level, handicaps, learning style, and abilities.

1. Identify the student's preference(s) of subject matter areas.
2. Identify the student's leisure time activities.
3. Describe the student's social orientation.
4. Describe the student's environmental preference (indoor, outdoor, etc.).

Rationale-

5. Determine the student's approximate attention span.
6. Identify the student's reading level.
7. Identify the student's math level.
8. Obtain from the student the topic he/she would like to study.

Title-

9. Identify the subject matter emphasis for the Learning Activity Packet.
10. Describe the kinds of media from which the student learns most easily and/or the kinds he/she really gets involved with.
11. Develop a Learning Activity Packet incorporating all the information from the previous objectives.

LEARNING ACTIVITIES

1. Obtain the information for objectives 1-5 by interviewing the student for whom you plan to write an individualized packet (or a series of packets).
2. From any contact you have had with the student, other than the interview, describe your observation of his attention span.
3. Determine reading and math level.
4. Prepare a case study on the student which includes all the information you have obtained in objectives (1-8 and 10) from the interview questions.
5. From your case study, write a rationale for your packet.
6. List methods and media that would be suitable for this student as identified in objective 10.
7. Select topic and subject matter to be emphasized.
8. Write behavioral objectives to meet the student's needs.
9. List possible learning experiences that will meet the objectives and be compatible with the student's interests and learning style.
10. Prepare evaluation device(s) which measure learning cited in the objectives and which are compatible with the student's learning style.
11. Determine the credit value you think your Learning Activity Packet should have.

INTERVIEW QUESTIONS

1. What subject(s) in school do you like best? _____

2. What subject(s) in school do you like least? _____

3. What subject(s) in school do you get your highest grades in? _____

4. What subject(s) in school do you get your lowest grades in? _____

5. What subject(s) in school do you think are the easiest? _____

6. What subject(s) in school do you think are the hardest? _____

7. Do you like:

Caring for a pet
Working for money
Studying
Going to movies
Listening to the radio
Playing a musical instrument
Making up stories and writing or telling them
Sketching, drawing, or painting
Babysitting
Writing letters
Singing
Daydreaming
Just talking with friends
Other activities _____

8. Do you enjoy participating in/acting as a spectator in: (P for Participate; S for Spectator; A = a great deal; B = sometimes; C = very little; and D = none)

_____ Football
_____ Basketball
_____ Golf
_____ Tennis
_____ Board games (checkers, chess, monopoly, etc.)
_____ Card games (pitch, gin rummy, bridge, etc.)
_____ Bowling
_____ Roller skating
_____ Boating
_____ Water skiing
_____ Snow skiing
_____ Other activities that you enjoy _____

9. Do you enjoy reading?

10. When you read, what kinds of stories or articles do you prefer? -- Fiction or nonfiction about:

Western
Humorous
Animals
Adventure
Farm life
Modern city life
Sports stories
Biographies
Detective stories
Poetry
Articles about fashion
Other subject or activity not listed
Stories of long ago (historical)
Books and articles about science
Mysteries
Love stories and editorials
Folk tales and fairy tales
Stories about life in other countries
Space
Articles telling "how to do" or "how to make" something
Comics

11. Do you enjoy watching TV?

____ Daily
____ Only certain programs
____ Only when I don't have anything else to do

12. When you watch TV, what kinds of programs do you prefer?

Westerns
Detective stories
Mysteries
Horror play in movies
Current events programs
News
Romantic plays or movies
(Nashville) western music programs
Country western
Classical music programs
Rock
Other kinds not listed
Variety shows
Quiz shows
Travel programs
Comedy shows
Science fiction
Plays or movies based on a historical event
Plays or movies of yesteryears (as the 30's depression days, the 50's, etc.)
Cartoons
Play or movies about other countries

13. Do you enjoy being alone?

___ Most of the time
___ Sometimes
___ Seldom
___ Never

14. Do you enjoy being with your friends?

___ Most of the time
___ Sometimes
___ Seldom
___ Never

15. How many close friends do you have? (Those to whom you feel you could tell anything and everything?) _____

16. When you are with your friends, do you like to talk a lot or would you rather listen most of the time? _____

17. Do you feel you have a wide circle of people you consider friends? _____

18. Do you like people in general? _____

19. Do people like you? _____

20. The person(s) I discuss most things with before I make an important decision is(are):

___ My mother
___ My father
___ A brother (older, younger)
___ A sister (older, younger)
___ A friend
___ A teacher
___ I make all my decisions without discussing them with anyone.

21. Do you make most of your own decisions? _____

22. If you had a problem that was really bothering you, to whom would you go for help or to just discuss it? _____
_____

23. Do you like being outdoors?

___ A lot of the time
___ Sometimes
___ Very little of the time
___ In all kinds of weather
___ When it is nice out

24. Do you enjoy constructing new things? _____

25. Do you enjoy remodeling a preconstructed item? _____

26. Do you enjoy taking things apart? Yes_____ No_____

27. When you start a task, do you like to complete it even though it takes a long time? _____

28. Do you like to have two or three projects going at the same time and work at them all, a little at a time? _____

29. When you want to learn more about something, would you rather:

a. Read about it.
b. Watch a movie or film about it.
c. Listen to a tape recording about it.
d. Talk to a person who knows about it.
e. Go to listen to a lecture given about it.
f. Construct something that explains the concept.
g. Observe the concept, procedure, or mechanics in action (field trip, simulated activity, demonstration).
h. Other

30. If you could select any topic you wanted to for a study, what would it be? (What would you like to know something about or more about? _____
_____

INFORMATION SHEET TO ACCOMPANY THE INTERVIEW QUESTIONNAIRE
FOR INDIVIDUALIZING INSTRUCTION
USING THE INTEREST APPROACH TO TEACHING

Questions 1-6: Generally the subject matter a student likes best will be the one in which he gets his highest grades, and likewise, the one he likes least will be the one in which he gets his lowest grades. When this parallel does not occur, it could be an indication that the student likes a particular subject when he relates to the teacher better, and dislikes one when he does not relate to the teacher well. It might also indicate that he likes the organization of the class or the learning experiences used in one class, while he dislikes the methods in another. These can have a great effect on what subject a student may prefer and which ones he dislikes.

If the student names the subject he likes best as being the hardest, regardless of the grades he receives, he may be telling you that he likes learning to be somewhat challenging. The same may be true if his easiest subjects he cites as liking least. Probably, as a general rule, the subject the student likes best will be the one in which he gets his highest grades and the one he thinks is easiest; and the one he likes least will coincide with his lowest grades and the one he thinks is hardest. However, when they do not correlate, special consideration is needed when developing a learning packet for that student.

Questions 7-12: These five questions are intended to focus on the leisure time activities the student prefers. Question 7 indicates some general things the student may or may not like, and he may add some. You pick up ideas on whether or not the student is interested in animals, music, writing, drawing, or people. In number 8, you will learn the sports he likes, but probably more important is the fact of whether or not he is most often a participant or a spectator. The spectator has an interest and a mental involvement with the sport, as well as the participant; but the participant may prefer to be more physically active and involved in whatever task he undertakes. The amount of time he engages in the activities may tell you how much physical activity you may need to include in the student's learning packet if he is going to be satisfactorily involved with his learning.

Question 9 lets the student tell you whether or not he enjoys reading, and question 10 will tell you what kinds of things he likes to read. Even the student who does not like to read will have definite likes and dislikes about the kinds of stories he prefers. From this information, you can determine what kind of reading material to select as resources for the student's packet. Also, it may tell you how the student's packet should be written. Did you ever think about writing a packet that was humorous, or one that was like an adventure story or a mystery from beginning to end?

Questions 11 and 12, dealing with TV, will provide much of the same kind of information, only a bit broader in content. Another important fact about the information gathered from the TV questions is the indication of how important visual aids might be to the student's learning. If he watches TV a great deal, it might be highly important to include more opportunity for viewing films, filmstrips, slides, etc., in the student's learning packet.

Questions 13 through 19 are intended to define the student's social orientation as he sees it. This will give you an indication of his self-concept in relation to other people--whether he likes people and how well, whether he likes only a few or several, and how he feels others like him. The person who feels others do not like him may need some learning experiences built into his packet that will provide positive reinforcements in working with other people. The one who enjoys other people may be motivated to learn more if his activities allow a great deal of interaction with other people.

Questions 20 through 22 may provide some information about approaches to use in helping the student learn. The student who never discusses important decisions or problems with anyone may be defensively self-sufficient and afraid of making mistakes. The teacher should consider building the package so that the margin for errors is minimal, and also in such a way that an error does not upset the entire package. The approach the teacher uses in discussing the packet with the student should be such that the emphasis is on things done well, and errors are still errors, but that they are acceptable in the learning process. They merely point out things we need to clarify. The student who can never make a decision for himself may need some decision making practice built into his learning package. Question 23 will tell you what degree the student prefers working indoors or out, and learning experiences should be developed to correlate with his preference.

Questions 24 through 26 will tell you whether or not the student enjoys manipulating things and some ways in which he likes to manipulate them, and the methods he prefers may be built into his packet.

Question 28 will allow the student to tell you what his attention span is in pursuing a project. For the student with a short attention span, the packet should be built in a series of short units that can be individually completed in a short time. Each unit should have activities that are widely different, although it is progressive learning of the same topic. The student who likes to complete a task even though it takes longer may have his package built so that more learning takes place through his continuous activity before a unit or section of his package is completed.

Question 29 will let the student tell you by what means he prefers to learn. Whatever the method, if the emphasis for the student's package is the one he selected, he will be more motivated toward completing his learning package. The last question then allows the student to indicate a topic he may like to study.

From this questionnaire the student has related to you his interests, his preference for degree of physical activity, his degree of interaction with people, the way he makes decisions, how he likes to learn, and somewhat what he wants to learn. This is your background for building a learning activity package for the student. Your job is to put the package together and also to decide what things the student needs to learn. In deciding what you think the student needs to learn--you are on your own. You'll need to ask yourself, "For this student to satisfactorily function in today's society, what does he really need to know?"

WORKING WITH THE SPECIAL NEEDS STUDENT

As you work with special needs (handicapped and/or disadvantaged) students, you will find yourself automatically proceeding to a higher level of individualized instruction. Your role will immediately become that of a diagnostician, tutor and manager of learning. With experience, individual planning with individual attention can become easy.

With students who are aware of their own goals, quantity and expectations will naturally vary. The student's reading, writing, motor and memorizing ability will exist in very different degrees by the time you meet him or her in a vocational setting. Therefore, you have different expectations and goals for students according to their ability.

Modifications of goals and materials are contingent on an open student-teacher relationship. Negotiate and evaluate goals constantly to have the student work at the level you feel he or she is capable of. At the same time, negotiate for alternative levels and types of performance to prevent frustration and loss of motivation. Although negotiation is time-consuming, it helps to keep communication lines open and motivation high.

Many instructors who work with special needs students do not realize that their efforts and hard work <u>now</u> will result in substantial savings for everyone concerned in the long run. Social rehabilitation or a sense of personal failure on the part of a student is far more costly than the time or energy it will cost you to help avoid such outcomes. You can do it!

There are many academic and vocational instructors who modify their teaching styles when dealing with students who have weak reading or writing skills, and never even realize it! Some modifications that have met with success are outlined on the next few pages.

In your classroom, you will have students reading at many different grade levels. To help match their differing abilities with your materials you might consider some of these suggestions:

1. Evaluate the readability (reading level) of all chapters of a text, manual, pamphlet or handout.

2. Have available materials at many reading levels - from elementary to college level.

3. Record lectures.

4. Have recordings of texts available. These may be obtained commercially or have students record them for extra credit.

5. Request easier-to-read materials from publishing companies.

6. Texts that are easier to read at any reading level usually have the following characteristics:

   a. pages that have enough blank space so as not to be confusing; this is especially true when there are pictures or diagrams involved.
   b. bold print or capital letters or different colored ink for important subject headings.
   c. vocabulary in bold print or defined on the same page it is used or at the end of the chapter.
   d. a glossary and index -- the glossary should include a guide to pronunciation.

There are several different methods by which you can determine the readability of instructional material. Check with the special needs personnel of your school, your vocational director or your State Department of Education consultant. Readability is not at all difficult to determine and will save you and your students hours of frustration and difficulty.

Readability is only one concern. Let's look now at the questions of goal setting, giving directions, presenting material, note taking, vocabulary, examinations, skill acquisition, behavior and evaluation and grading.

Goal Setting

* Allow each student to experience success based on his or her ability and, when necessary, modification of instruction.

* Tell students precisely what you expect them to memorize or know. Example: "You must memorize this procedure." "You don't have to memorize this; you will have the table to consult."

* Tell them precisely what you expect them to produce.

* See if they agree that they can meet your expectations.

* Tell the student each day or week that separate and discrete goals are expected.

* Set up contracts with students who are not producing.

* Establish short and long term goals for each student, based on the student's ability and continued progress.

* Decide whether it is memorization or understanding that is more important.

* Emphasize quality or quantity; not both.

Giving Directions

* Give only one or two directions at a time and check to make sure that they are understood.

* Ask students to put your directions into their own words.

* When there are written directions, try to make sure that each section of an exercise has its own directions; even if this means that you must duplicate them.

* Read directions to the class.

Presenting Material

* If you cannot read a mimeographed handout of your own, think about the student who has troubles without this added frustration.

* Break down complex ideas and tasks into smaller component tasks.

* When presenting material, explain a phrase or a sentence at a time, and pause. Slow down to 55 words per minute (and save!).

* Decide what prerequisite skills students need to successfully handle the material presented. Do your students have them?

* Write important phrases on the board as you say them. Seeing and hearing at the same times acts as a reinforcement.

Note-Taking

* Print information on one side of the board at a time. . .walk to the other side and continue. . .come back to the first side and erase. Then, start all over. This gives the student a chance to copy as much information as possible. Make sure to print. Teach your groups how to outline, scan for key information and locate answers in the material.

* Emphasize important material in some texts with a colored "hi-lighter." Let your weaker students use the texts that you have thus outlined.

* Decide what material the student really must know and what material must be memorized. If a student understands a concept, he or she will retain it better than if it is simply memorized.

* If students are required to copy outlines or long passages, either from lecture or from the board, mimeographing the material helps.

* It may be easier for the student to memorize material if it is mimeographed than just in lecture form.

* It is helpful for the instructor and the student to have the five or ten main points of the lesson (phrases are enough) in front of them during the class. Mimeograph and leave plenty of room between each heading for the student's notes. Instructors might ask the student to keep these in a folder or notebook. This collection of notes gives students with poor memory and poor organizational abilities something to both organize their thinking and help them remember.

* Outline the work for the entire week, day by day, including pages to read, homework assignments, projects, and so forth.

* Demand organization from the students; folders with pockets are cheap and re-usable each term.

* Use a student that you know is a good notetaker for getting information for one who is not. Use carbon paper, xerox, etc.

* Tape your lecture.

* It is often difficult for students with learning problems to generate a procedure operation on their own. It is helpful to return to basic principles which are involved in each new procedure.

* Pictures in textbooks help the student to visualize and conceptualize. However, it may be necessary to coordinate the picture with the part of the text it represents. Color coding may be helpful in these cases.

* It is important to associate symbols with concrete examples. Flash cards can be used with picture examples.

* Asking students to visualize and possibly act out the steps in an operation may assist them in learning.

* The ability to read charts and graphs may be a skill the student has never acquired. It may be necessary to teach this concept as a separate skill.

* Reviewing daily and going back to already-learned ideas helps students with learning difficulties. It is surprising how fast students may forget what they seemed to know well.

Vocabulary

* Define terms in words as simply as possible. If one word in a definition is not understood, the whole meaning can be lost.

* Use operation definition. That is, "what is it used for" can be most effective. Remember to evaluate on this basis, too.

* Use the words in the context of the job or other related area so that specific examples stimulate interest and motivate the student to learn and remember. Make it funny or absurd to help memorizing. Example: quenching treated steel makes it harder and "not thirsty." Draw some steel drinking.

* Deal with new vocabulary by relating it to words and terms that have already been learned.

* Always place vocabulary in the context of a sentence or paragraph.

* Have students put new vocabulary into their own words and give examples: "Tina drew on the metal with a scriber."

* If applicable, show the language root of the word, and divide the syllables according to pronunciation. Example: py rom et er - an instrument for measuring very high degrees of heat, as in a furnace or molten metal. "John measured the temperature of the furnace with a pyrometer." Pyro = fire, Meter = measuring device.

Examinations

* Recognition is easier than recall. Can you evaluate this way?

* Avoid essay questions, especially when there are students in the class with difficulties in writing effectively.

* Keep language simple and directions short. Avoid sentence structure which may be difficult to understand.

* Keep directions short, and repeat for each section.

* For fill-in questions, supply a word list. Students with learning difficulties often have word-remembering problems. They may know the concept and be able to recognize the word without being able to recall or spell it.

* For multiple choice, the longer component should be on the left and the shorter on the right.

* For worksheets dealing with essay answers, initially give page number beside questions. Gradually ease off on the numbering.

Skill Acquisition

* Doing things in sequence is often troublesome. Breaking down the sequences into smaller groupings may help.

* There is often difficulty in understanding basic directions such as left/right, clockwise/counter-clockwise, and turning things. It is better to use a fixed object in the room (windows, doors or other machinery) that a student can remember, rather than the designations "right" and "left." For example: "Move the wood toward the window."

* Occasionally, a student will have a problem with the coordination of the right and left hand, two-handed tasks, or tasks involving one hand for safety while the other pushes. Hand and finger positions could be pointed out, approximated and practiced. Tactile or other clues for hand and feet placement give extra help.

Behavior

* Tell a student when he or she does something right, even when it is a small thing.

* Give praise for paying attention, eye contact, or other behaviors that are important to you. These might include good attendance or getting along with peers.

* Try to find a pattern to acting out behavior. Is it frustration with a particular type of task? Is it the level of difficulty of the class in general? Is it related to being grouped with certain students?

* Does the student get attention through inappropriate behavior?

* Is the student dependent on your approval?

* Set viable, tangible goals to use as rewards. Contract for them.

* Set up a buddy system for check-ups and approval.

Evaluation and Grading

* Use occupational readiness as a reward.

* Use progress and record charts.

* Try rewarding behaviors that are important (attendance, getting along with people) with a definite number of points toward the class grade.

* Reward affective behaviors like finishing work and paying attention, as well as cognitive behavior, like mastering course content.

The past few pages contain suggestions that instructors of special needs students have found to be helpful. They are here as points of reference for you. If you are interested, the Resource Section lists several publications related specifically to special needs students. In addition, the Record-keeping and Evaluation components in the next section of the handbook give examples of techniques referred to here.

ADAPTATIONS IN THE TRADITIONAL CLASSROOM

PRESENTING ASSIGNMENTS

* Provide material in both written and oral form.
* Speak slowly and write key words on the board.
* Make assignment sheets simple and use work sheets with broad spacing and clear print.
* As far as possible, keep instructions simple and clear; offer students the opportunity to ask questions or seek clarification later.
* Do not give too many assignments at once. If the student becomes confused, he will give up.
* Keep assignments short; break longer ones into less frustrating, shorter parts.
* Use visual devices to accompany oral presentations.

ADJUSTING EXPECTATIONS

* Ask a student to do work just beyond his current level of achievement.
* Allow students with learning problems to concentrate on smaller amounts of material, but require work to be accurately and carefully done.
* Use programmed materials with teacher supervision so student may move at his own rate.
* Avoid forcing students with specific problems into situations where failure is inevitable; i.e., reading aloud, writing on the board, spelling aloud.
* Offer step-by-step guidance through the work by personal instructions, precise written instructions or even taped instructions. The latter are helpful, for a student can replay any section he does not understand.
* Allow tests to be taped, dictated to another student, given to teacher orally so that content or understanding is measured, not reading or writing skills.
* Encourage the student's participation in setting his own goals.
* Allow varieties of approaches: projects, choice of topics, varied sources and different deadlines within a unit plan.

SPECIFIC TECHNIQUES FOR COMMON PROBLEMS

If the problem is reading and the student is expected to learn content:

* Use films or film strips.
* Provide records, tape recorders.
* Allow use of pictures, films, cassettes.
* Find texts or books in large print or simplified reading level.
* Encourage students to seek help from other students.
* Cut the amount to be read, i.e. select key passages or chapters.

If the learner has problems with listening:

* Provide printed directions to accompany oral presentations.
* Give students tapes so he may follow directions at his own pace or listen to them over and over.
* Provide individual help to be sure directions are understood.
* Allow help from another student.

If the problem is one of poor writing:

* Allow taping of reports or tests.
* Encourage use of typewriter, even for taking tests.
* Offer opportunities to build models.
* Provide opportunities for oral reporting and testing.
* Require short samples of written work, carefully and excellently done.
* When testing, correct written work for concepts, not for area of disability (spelling, writing, etc.)
* Allow student to have help in editing written reports prepared outside class. Stress should be on excellence in what is turned in, even if it is one paragraph, one spelling rule, one neat page.

If the problem is one of poor math concepts:

* Have student verbalize the problem step by step to make sure he understands each stage.
* Check to see that the meaning of key symbols is clear (>,<,+,-,etc.)
* List steps of a process on study sheet or tape; allow student to refer to it as he works.
* Help the student to group words according to their meaning.
* Emphasize the position of numbers and symbols when it is important to computation.
* Cut concepts into smaller steps than is done in most texts.
* Allow students with spatial problems time to work out spatial relationships, as in geometry, at their own pace.

ADAPTATIONS IN THE TRADITIONAL CLASSROOM

EVALUATION

Therefore, when the teacher does the grading, it is important not to over-correct. The teacher need not point out every error in spelling or every deviation from standard usage or handwriting. Rather, the corrections can focus on some specific area and the student can be given a definite rule, sequence, form, procedure or choice of words to learn and practice. Corrections should have a definite aim. The student should work for mastery over one form of error, rather than being overwhelmed by many.

Some more specific adaptations may be made to help students who have writing problems handle exams:

* Instructions should be clear, simple and slowly stated.
* Exam questions can be read aloud before the test begins. Learning disabled students can jot down one word answers then so a second reading will be less difficult.
* Oral exams can be used. Answers can be given directly to the teacher, taped or dictated to another student.
* Exams should be designed so that knowledge and not reading or writing or spelling ability is tested. Concepts should be stressed.
* Some exams can be prepared at home. The question(s) may be designed to test understanding rather than to test memory. Without the pressure of time the student may be able to communicate his idea.
* A series of short quizzes may be given instead of a long-term exam.
* Multiple-choice and true-false questions may be preferable to essay questions for students with writing problems.
* If the student cannot finish the exam, the teacher can tell him to spend the entire time on what he can do and finish the rest later orally. This gives him time and relieves the pressure and anxiety. It gives him responsibility as he earns the right to an oral exam. Most important, he does not appear different in class.

To sum up the question of grading in the most general terms, a student should be able to do the work if it is fitted to his capabilities. This does not mean that standards should be discarded. Most teachers are good judges of a student's sincerity and genuine effort. These can be evaluated for the special student in the same way as for any student.

The basis of fair grading of a disabled student is his ability, not his disability. When individual goals are developed, a student is measured against himself rather than against his classmates. If the student and the teacher have discovered the appropriate means by which the student can express what he has learned, there should be little question of the amount and quality of the learning.

ADAPTATION OF INSTRUCTIONAL MATERIALS--
A FEW POINTERS

There are literally thousands of pieces of material available today to assist those who are teachers or facilitators of learning. Systems for matching appropriate materials to the needs of learners are prevalent and readily available. In spite of the large number of resources and the availability of systems for matching and locating materials, it is often necessary to adapt materials to have them meet specific needs of learners.

Why would one adapt materials? This question should be asked prior to launching the adaptation of any material. Check sources which have materials for loan to ascertain whether or not the item needed by you to help develop a skill or concept is already available. If not, then it may be necessary to do an adaptation. Some reasons for adaptations, modifications and extensions of instructional materials which are often cited include:

Reasons for Adapting Materials

- to provide parallel activities and experiences to help develop the same concept or skill,
- to allow a fuller development of a concept or skill,
- to reinforce learning,
- to evaluate whether or not learning has taken place,
- to offer enrichment experiences,
- to incorporate specific ideas, physical characteristics, procedures, etc., from commercially produced materials where the complete product cannot be utilized, or where the item is too expensive for purchase,
- to present a new concept in greater detail, or where available materials appear inadequate,
- to present a concept when it appears that there is no material on the market to adequately and effectively develop the concept,
- to present concepts, skills, or ideas in a format which may not be available commercially,
- to present learning activities where no monies, or little money, is available for purchase of items,
- to have the specific item available in the instructional setting and immediately available,
- to utilize the environment in which the learning is taking place.

As the teacher or facilitator of learning does educational planning, each is asked to diagnose and prescribe in order to best meet the needs of the learner. First consideration should be the need of the learner; the instructional setting in which the learner will function is important, also. The following questions might serve as a checklist of criteria in the adaptation of a material:

Criteria for Adapting Materials

What is the instructional objective?
Is the material to be used independently? or in a small group?
Is there a need for supervision during use? Supervision by the teacher? an aide/a peer tutor? another student in the group serving as a monitor?
Does it reinforce the learning which has been a directed activity?
Is the material self-checking?

Are the directions for use clear and concise?
Can the material be extended to other phases of the curriculum?
Are the sensory approaches applicable to appropriate?
Is the format appropriate?
Is the material portable? easy to secure for the teaching experience? easy to store?
Are the technical processes (dry mounting press, laminator, lettering guide, etc.) available to allow proper preparation of the material?
Is the vocabulary appropriate?
Is the material at the interest level of the learner?
What is the cost of preparation? -- in materials -- in preparation time?

Adaptation of materials often can extend the learning process so that the teacher knows that the student has mastered a skill or concept. Be sure that it is needed; then, be sure that the adaptation is valid and well prepared.

SOURCE: Tips for teaching in programming for learners with problems.

INTRODUCTION TO CURRICULUM MODIFICATION FOR SPECIAL VOCATIONAL NEEDS YOUTH

by

Dr. Gary D. Meers
Special Vocational Needs
University of Nebraska-Lincoln

As a result of "mainstreaming" and the increased concern for all students, teachers are getting an even wider range of students in their classrooms. This new emphasis in education has caused much apprehension and consternation among classroom teachers. They want to meet the needs of all their students, but with the vast differences they perceive between class members, they wonder how this is possible. With a systematic, orderly approach to curriculum modification, many of these concerns can be removed and the apprehension erased.

The classroom teacher, in order to provide equal educational opportunities for all students, must first be committed to the idea that curriculum modification can and will aid in the learning process of special needs youth. Secondly, the teacher must be willing to make the necessary modifications and integrate them into his/her style of teaching. With commitment and the action established, a sequential procedure must be followed to bring about an orderly and learning-motivated change. The following definitions will help to establish a base from which these changes can be made.

Curriculum is defined as a sequence of instructional units, or a systematic arrangement of courses designed for a particular group of pupils.

Curriculum Modification is defined as any change or alteration made in the curriculum structure to better meet the needs of individual students.

With both definitions in mind, the teacher can then make plans for the necessary modifications that will follow. First, a status assessment must be

conducted in order to clearly lay out a plan of action for the future changes. A basic assumption will be made that the curricular materials being used contain all the components normally found in a course of study; such as, goals, objectives, evaluation techniques, etc. If any of these areas are missing, they must be included before the assessment process can begin.

Initiation of the status assessment requires the asking of questions of the following nature:

1. What have I taught in the past?
2. How satisfied am I with the results?
3. How satisfied were my students with the material presented?
4. How well did the materials meet the needs of individual students?
5. How do I want to change?
   a. completely
   b. none at all
   c. progressive unit change

The easiest and most logical curriculum modification process is the progressive unit change. By adopting this method, a teacher can change one unit of instruction at a time, test the changes, make alterations, and progress on to another unit. Once the decision has been made to adopt the progressive unit change method and the unit that will be modified has been selected, one is ready for learning style analysis.

There are several instruments available for the analysis of learning styles. These instruments generally separate learning styles into four major categories: visualization, written word, listening, and activity.

Visualization - the receiving of information through some pictoral form, such as overhead transparancies, illustrations in books, slide presentations, etc.

Written Word - any and all printed matter that the student comes in contact with.

Listening - the receipt of information through verbalization. The information source for this category could be lecture, tape presentation, or guest speakers.

Activity - could be any type or kind of student involvement. "Hands-on" constructional activities, field explorations, or individual research projects could fit into this category.

When students are given one of the analysis, they often indicate two preferred learning styles that they like to work in. In the modification of a unit, attempts should be made to provide a balance of these four areas. This will provide the student with a means whereby he/she can work more effectively in at least two learning-style areas. This change to four learning-style areas is not a complicated nor arduous task as it would initially seem. If the class material is being presented via lecture and textbook assignments only, the addition of slides, transparancies or "hands-on" constructional activities could lend style preferences. The result is that all students can now have additional options open to them from which they can receive educational input.

Another major concern is the reading level of the printed material used in the classroom. There are a number of instruments that measure the readability of printed matter. Typical of these is Farr-Jenkins-Patterson Test of Readability. This instrument is easy to use and requires only minimal time to apply to the material being measured.

The next step is to look very carefully at the unit and explore all the possible weaknesses that are present. Again, questions must be asked to test for these weaknesses. These include the following:

1. Does the unit stand alone?
2. Does the unit have a definite beginning and end?
3. Does the student feel a sense of accomplishment at the conclusion of a unit?

4. Does the unit give a sense of direction?
5. Are evaluation procedures clearly defined?
6. Can the student see the sequence of activities that he/she is required to perform?
7. Are there constraints or circumstances that make successful unit completion difficult or impossible?

Each of these questions requires a thorough and complete answer in the affirmative, or if unable to give a positive answer, changes must be made to bring about the correct response. Curriculum modification will lend itself to the betterment of teaching and the meeting of individual student plan, set, and realize life career goals as any students in public education today. Through curriculum modification, this important life process is aided greatly.

INSTRUCTIONAL MATERIALS ASSESSMENT SHEET

1. Material Name _____

2. Author and /or Publisher _____

3. Publication Date _____

4. Format (kit, workbook, text, etc.) _____

5. Target Age Group _____

6. Purpose of Material _____

7. Discussion of how you would use material _____

8. Adaptations needed to make material useful for disadvantaged/ handicapped students _____

_____

_____

_____

_____

9. Ease of usage _____

_____

10. Summary of material (attractiveness, portability, etc.) _____

_____

_____

_____

_____

11. Student Reaction _____

_____

_____

_____

DETERMINING READABILITY LEVELS

Anthony O'Keeffe
Center for Career Development
And Occupational Preparation
Texas A&M University
College Station, Texas 77843

OVERVIEW: Formulas for determining a textbook's readability serve a most important function: they help classroom teachers match a course's reading materials to the students' abilities. Those who teach courses other than English or Reading often have difficulty estimating the reading talents and limitations of their students. Teachers can find out how readable their textbooks are, and how successfully their students handle them, by administering a few of the simpler readability and reading level tests explained in this module. Five are examined: the Cloze Procedure, the Informal Textbook Test, the Flesch Reading Ease Formula, the Fry Readability Graph, and the San Diego Quick Assessment Test. Several of the more complicated readability procedures are introduced, and their usefulness assessed. By these examinations the reader of this module should be able to assess the basic suitability of chosen classroom texts and the general reading ability of his or her students.

LEARNER OUTCOMES: After completing this module, you will be able to:

1. Describe and implement the Cloze Procedure for testing an individual textbook's suitability for use with a particular class of students.

2. Assess a text's readability independent of student response by means of the Flesch Reading Ease Formula or the Fry Readability Graph.

3. Use the Informal Textbook Test or the San Diego Quick Assessment Procedure to assess a student's reading grade level.

4. Describe the functions, limitations, and usefulness of simplified readability and reading level assessment formulas.

INSTRUCTIONAL PROCEDURES: Before you begin the module, please complete the following pretest to determine your familiarity with the information presented in the module. If you answer 80% of the items correctly, you may omit the instructional content and proceed to the supplemental activities. If you had to guess some or most of the answers, you will benefit from completing the module's instructional content prior to reading the supplemental material. After completing the instructional content, please complete the module posttest to determine how well you have attained the learner outcomes.

PRETEST:

1. What is the Cloze Procedure? What are two of its limitations?

2. Describe the procedures and usefulness of the Informal Textbook Test.

3. Why would a teacher unskilled in measuring readability and reading levels be likely to choose the Fry Readability Graph over the Dale and Chall Formula for Predicting Readability?

4. How closely do results obtained by using the Flesch Reading Ease Formula correlate with results obtained by using the Fry Readability Graph?

5. What is the difference between skills measured by the Cloze Procedure and those measured by the San Diego Quick Assessment Procedure?

INSTRUCTIONAL CONTENT: A readability test's first important function is to help match students with tests so they get the maximum instructional benefit. However, many of the tests developed to meet this need have proved useful as well in teaching grammar, syntax, vocabulary, and reading comprehension, so an in-depth look at the range of functions now served by readability tests would require a discussion longer and more detailed than is proper for the scope of this instructional module. It will be confined to a look at how that classroom teacher who is not an expert in reading instruction or evaluation can use available readability tests to insure that his or her students are receiving appropriate and useful instruction from their textbooks.

The principal tests to be considered are the Cloze Procedure, the Informal Textbook Test, the Flesch Readability Formula, the Fry Graph, and the San Diego Quick Assessment Procedure. The first two measure how well a specific textbook suits its users; the last three measure what grade level a text is written for. All are based on formulas--they are designed to yield a mathematically-derived measure of readability. They have been chosen for this module because they are simple to administer and interpret. These qualities make the tests a valuable classroom tool, but one must keep in mind that they are only one kind of tool, and therefore have limited use. More complex and subtle readability-measuring tests than this module can reasonably examine will often be needed to supplement and refine the knowledge we can gain from these tests. Nevertheless these do provide a solid and useful starting point.

The Cloze Procedure

The Cloze Procedure, developed by Wilson Taylor in 1953, is a simple way to test a student's ability to understand and learn from the written instructional materials he or she may be assigned in a classroom. After teachers systematically delete words from a passage (or passages) in the

students' textbook, they ask the students to supply the missing words. Their ability to do so should provide a fairly reliable measure of how well they comprehend the text, and therefore how suitable it is for its readers.

Here is the procedure in greater detail: You randomly but regularly choose five or six passages (choosing, for example, from every 30th or 40th page). This random selection should insure a "typical" sampling of the book's prose. The passages should not already be familiar to students, should contain complete paragraphs, and should be approximately 250-350 words long. Leave both the first and the last sentences of the passage intact. Starting in the second sentence delete every fifth word until about 50 to 70 deletions are missing. Then prepare a testing stencil based on your selections and deletions (Dishner, p. 3).

When administering the Cloze test, inform your students that they must use only one word to fill each blank. They should fill in all the blanks, so encourage guesswork. Incorrect spellings are acceptable as long as the word filled in is recognizable. Ask your students to read through an entire passage before they begin to work on it, and remind them that they can take as much time as they want to finish the test (Dishner, p. 4).

In scoring the Cloze test, count only exact replacements of the deleted words as correct; synonyms are incorrect. Inappropriate word endings (such as -s, -ed, -er, -ing) are also incorrect, for they show that the students don't understand the complete meaning. The raw score, then, is the number of exact replacements (Dishner, p.5). Here is a sample Cloze Test passage (the answer sheet is in Appendix I):

KINDS OF LEARNING

What we learn can be named or classified in dozens of ways, from the general to the specific. Here _____ will make some general _____. One is between stimulus (_____) learning and response learning. If _____ are learning something about a _____, it is perceptual learning. _____ we learn to make a _____ response or group of _____, it is response learning. _____ a practical matter, all _____ learning that we measure is _____ learning; but by manipulating _____ in the course of _____ responses, we can infer _____ stimulus learning has taken _____.

Limiting ourselves for the _____ to response learning, we _____ distinguish between single and _____ response learning. In single _____ learning, one particular response is _____ with a specific stimulus or _____ situation. When that is the _____, we speak of _____. Conditioning, therefore, is a _____ form of learning in _____ a single response is _____. This single-response learning _____ be subdivided further into _____ conditioning, operant conditioning, and _____ conditioning. These three kinds of conditioning are major topics when beginning a study in the psychology of learning.

When Cloze Tests first came into use, it was estimated that those students scoring between 40% and 60% replacement rate were most likely to find a text suitable and usable. Since then, the figures have been refined to the 44% and 57% range. Those scoring below 44% may find a text too difficult; those scoring above 57% may find it too easy, and so less involving (Bursuk, p.6). These figures are, of course, approximate, and students operating near either borderline may find a text appropriate. The Cloze Procedure does not tell us much about individual interest in a text, or about individual initiative on the part of the student.

Subsequent studies of Cloze Procedure, following its early application, have yielded some sense of the procedure's limitations, and have thereby pointed out more about its real usefulness. M. W. Boyce has suggested that the kinds of words to be replaced are likely to influence a student's score: his study of Cloze indicated that the simplest words to replace were one syllable long, 1-2 letters long, in common word lists, and were articles, conjunctions, prepositions or pronouns. Because this may be so, Boyce recommends scoring Cloze Readability results on a range of levels "(a) much too difficult, (b) rather difficult but with very high interest, (c) easy independent level, (d) independent level judged by child, (e) much too easy, (f) instructional level judged by teacher" (Boyce, p.77). Daniel Hittleman describes a procedure he calls "clozentropy," which involves the same testing process, but uses a different scoring apparatus. Student scores are measured against the responses of a criteria group rather than against the original text. This means students can use synonyms, so it may more accurately measure a student's ability to understand both text and language. Such advances in procedure as suggested by Boyce and Hittleman confirm the Cloze Procedure's continued usefulness.

The Informal Textbook Test

This test has two purposes: (1) to determine whether or not a student can work successfully with a text, and if not, to determine at what level he or she can best operate, and (2) to determine what elements of vocabulary and comprehension are giving the student difficulty (Bursuk, p. 2). Choose a typical 250-word passage from the assigned textbook, and retype it for testing purposes. With the text, give the students questions that help measure their literal and inferential skills. Ask them to first read the chosen passage aloud; this allows you to identify any words they don't recognize. Then ask the students to read the passage silently for comprehension, and answer the questions that follow it (answering may be oral or written). The following scores indicate that a text is appropriate: 90-95% word identification, 80-90% literal comprehension, and 70% interpretation. If students fail to achieve these scores when given a representative sampling of a text's prose, their appropriate reading level may be determined by sampling texts from lower grades until the proper range of scores is achieved (Bursuk, pp. 2-3).

The Flesch Reading Ease Formula

The Flesch readability formula measures a text independently rather than a particular student or class of students. In its fullest form it involves several mathematical calculations, but we will focus on a simplified form, to be used in conjunction with the Flesch readability chart. The formula is used only for the fifth grade and above.

Flesch's basic theory is that the difficulty of any passage depends on the number of words that have more than two syllables. To apply the Flesch test to a text, choose a 100-word passage. Count the syllables that make up those hundred words. Then arrange the number of words per sentence (a sentence being considered as any unit of though ending with punctuation other than a comma--this includes period, colon, semi-colon, exclamation and question mark). Of course, if you counted exactly 100 words, your final sentence could very easily be interrupted in the middle. Count it only if the 100-word mark comes at least half-way through the sentence.

When you have averaged the words per sentence, and counted the syllables per 100 words, draw a line between these two figures, on the Flesch Reading Ease Chart, to find the passage's Reading Ease score. Here is a sample drawn from Flesch's text itself:

"Therefore I say unto you, Take no thought for your life, what ye shall eat, or what ye shall drink; nor yet for your body, what ye shall put on. Is not the life more than meat, and the body more than raiment?

"Behold the fowls of the air: for they sow not, neither do they reap, nor gather into barns; yet your heavenly Father feedeth them. Are ye not much better than they?

"Which of you by taking thought can add one cubit unto his stature?

"And why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin.

"And yet I say unto you, that even Solomon in all his glory was not arrayed like one of these." (Matthew, vi, 25-29) (Flesch, p.11)

The first 100 words will take you through "Consider the lilies of the field...," but go on to the next semi-colon. There are 123 syllables in these first 103 words, and the average number of words in these sentences equals 10.3. Connect these two numbers on Flesch's chart (Appendix II) to discover the passage's reading ease. (Because the interacting line between these figures falls on 89, it is "easy" to read.) For purposes of academic measurement, the reading ease score can be converted in this way: 90-100 is grade 5; 80-90 is grade 6; 70-80 is grade 7; 60-70 is grades 8-9; 50-60 equals grades 10-12; 30-50 indicates college material; and 0-30 indicates graduate material.

The Fry Readability Graph

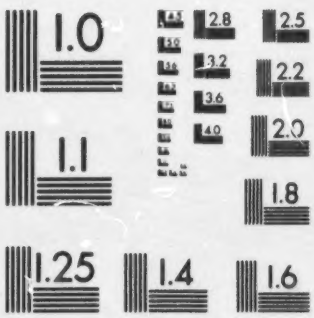
In 1968, Edward Fry, of the Rutgers University Reading Center, published what he called "a readability formula that saves time." Like the Flesch test, it is based on a syllable count. Choose three 100-word passages from the text you want to measure, and average the syllables and the words per sentence. Then plot them on the Fry Graph (Appendix III) to determine how easily students can read them. As an exercise you may wish to plot the passage cited above in the Flesch formula section.

San Diego Quick Assessment

San Diego Quick Assessment is a procedure based on selecting words from basal reader glossaries and the Thorndike Word List. The word lists determine a student's reading level, and the errors in an individual student's word analysis skills. The San Diego procedure involves five steps: (a) graded lists of ten words are typed on index cards in primary type; (b) a word list estimated at two years below the student's assigned grade is chosen first; (c) the student is asked to read the words aloud, and if he or she misreads any, the teacher drops to easier lists until the student can read it correctly; (d) the student is encouraged to read unfamiliar words, so that his or her techniques of word identification can be determined; (e) the student is asked to read from increasingly difficult word lists until he or she misses at least three words. When students miss only one word, they are reading independently; when they make two errors, they are reading appropriate materials; and when they miss three or more words, the material is generally too difficult.

Beyond the five tests we have been considering (Cloze Procedure, the Informal Textbook Test, the Flesch Reading Ease Formula, the Fry Readability Graph, and San Diego Quick Assessment) there are, of course, sophisticated procedures for measuring readability levels in texts and the reading talents of individual students. Edgar Dale and Jeanne S. Chall developed one such formula as early as 1948; Albert Harris and Milton D. Jacobson also developed one. Recently, W. B. Gray has developed a procedure designed to incorporate the successes and eliminate the failures of his many precursors in the field. All three are worth consulting as alternatives to the simpler formulas presented in this module; the information yielded by those simpler formulas can thereby be modified, refined, and tested. (It should be noted that the widespread use and availability of pocket calculators now make the more complicated readability formulas easier to plot.)

Any or all of these formulas, however, should be used. Many immeasurable factors go into assessing a text's readability and a student's reading performance. It is still difficult to measure with reliable and detailed accuracy the real effects of syntax on readability; it is hard to assess how far an individual student's interests and determination will carry him or her in a given text. John Dawkins, considering just these issues in his study of "Syntax and Readability," suggests that "the judgement of a



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

good librarian, writer, or teacher is more reliable than the score of an oversimplified formula" (Dawkins, p. 44). Ideally, a combination of individual sensitivity and insight on the teacher's part, linked with a judicious use of available tools, will make the reading materials of a range of classroom subjects more meaningful.

POSTTEST:

1. What is the Cloze Procedure? What are two of its limitations?

2. What is the difference between skills measured by the Cloze Procedure and those measured by the San Diego Quick Assessment Procedure?

3. Why would a teacher unskilled in measuring readability and reading levels be likely to choose the Fry Readability Graph over the Dale and Chall Formula for Predicting Readability?

4. Describe the procedures and usefulness of the Informal Textbook Test.

5. How closely do results obtained by using the Flesch Reading Ease Formula correlate with results obtained by using the Fry Readability Graph?

SUPPLEMENTAL ACTIVITIES: Apply several of the tests to your own textbooks and to your students. See how well each test's results correlate with those of the other tests. See how well the results of each test correlate with your own opinion of your students' reading abilities.

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"Rudolf Flesch's "Reading Ease Formula.'" Date and author unknown.

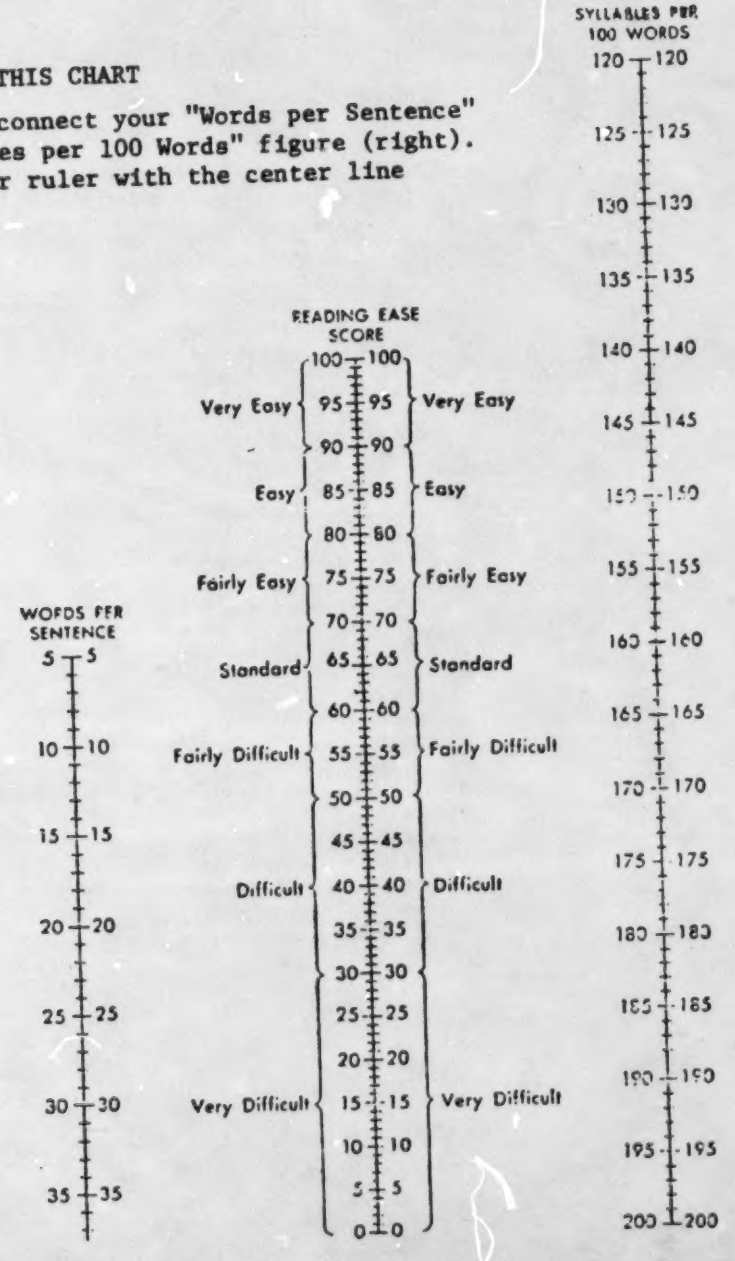
"San Diego Quick Assessment." Date and author unknown.

APPENDIX I -- Cloze sample answer sheet

we
distinctions
perceptual
we
stimulus
If
particular
responses
As
the
response
stimuli
observing
when
place
moment
can
multiple
response
associated
stimulus
case
conditioning
restricted
which
acquired
can
classical
aversive

HOW TO USE THIS CHART

Take a pencil or ruler and connect your "Words per Sentence" figure (left) with your "Syllables per 100 Words" figure (right). The intersection of the pencil or ruler with the center line shows your "Reading Ease" score.

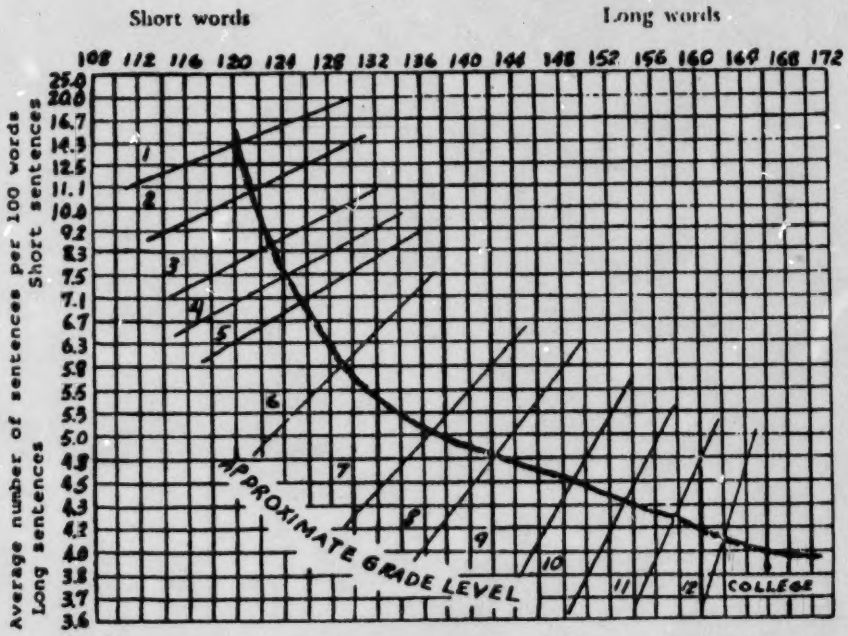


APPENDIX III

Graph for Estimating Readability

by Edward Fry, Rutgers University Reading Center

Average number of syllables per 100 words



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine area of readability level. Choose more passages per book if great variability is observed.

Note: The Readability Graph is not copyrighted. Anyone may reproduce it in any quantity, but the author and the editors would be pleased if this source were cited.

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FOG INDEX FOR DETERMINING READABILITY LEVELS

1. Take a passage of about 100 words. Divide the total number of words by the number of sentences. This gives average sentence length.

2. Count the words having three (3) or more syllables. Do not count (a) proper nouns, (b) combinations, or (c) verbs with suffixes.

3. To get the Fog Index, total the two (2) factors above and multiply by four-tenths (.4).

EXAMPLE:

Matter in the gaseous state is characterized by its lack of any definite volume or shape. If a gas is placed in a closed container, it rapidly expands and very quickly becomes uniformly distributed throughout the entire space in the container. When a gas is cooled sufficiently, it becomes a liquid. Although all gases may be liquefied, some are changed to the liquid state only with a great deal of difficulty. Hydrogen and helium gases are the most difficult to liquefy, since temperatures near 0° A (absolute) are necessary. On the other hand, such gases as chlorine and ammonia are liquefied quite easily.

1. Number of words _____
2. Number of sentences _____
3. Average sentence length _____
4. Number of difficult words _____
5. Total of 3 and 4 _____
6. 5 multiplied by .4 _____
7. Corrected (-.9) _____

Sample 1 _____

Sample 2 10.8

Sample 3 13.9

Average _____